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ABSTRACT

The team member's collaborative planning guide and leader's handbook are designed to help the reder work effectively with others to improve career related opportunities for handicapped persons in the community by addresssing and overcoming common barriers to interagency collaboration. The leader's handbook offers guidelines for conducting four weekly half day sessions with a team of eight individuals representing key organizations in the community. By using the guidelines, four sections of the community (public schools, government agencies, handicapped service organizations, and business and industry) can collaborate to plan and implement key career related programs such as the following: career exploration, employer sensitization, vocational assessment, work adjustment, work experience, job placement, on the job training, personal and career counseling, equipment modification, and inservice training. Following an introductory chapter are four chapters addressing the assembly and orientation of a collaborative planning team: the collaborative planning process: team dynamics: and guidelines for implementation, evaluation, and future planning. Appended are results of a national survey of existing local and regional collaborative programs. The member's guide is divided into three stages: in Stage One team members choose one program on which to focus a planning effort: in Stage Two one strategy or major approach is chosen upon which to focus team efforts: and in Stage Three major tasks that the team will carry out in order to implement the strategy chosen are selected. Outlined for steps within each stage are exercises and team member responsibilities. Also included is information on various types of programs, strategies, and other related materials. (SB)

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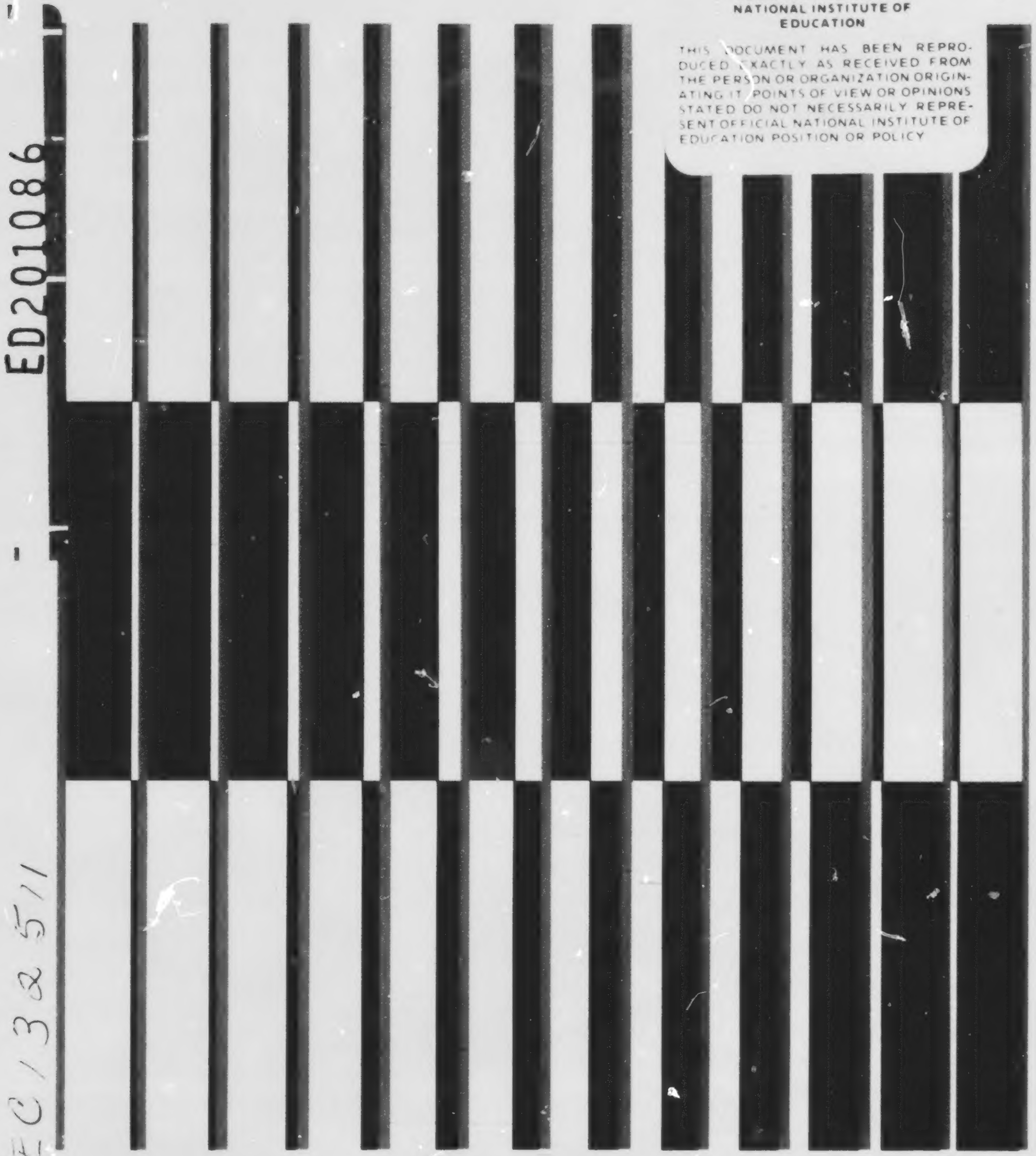

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The Interdependent Community: Collaborative Planning for Handicapped Youth

Member's Guide

TERC

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The Interdependent Community: Collaborative Planning for Handicapped Youth

Member's Guide

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Preface

The planning you are about to undertake is probably unlike any you've done in the past. You will be working closely and in a sustained manner with individuals from other organizations - individuals who may approach this venture with their own unique priorities, perspectives, and styles. These individuals will be representing organizations - schools, businesses, handicapped service organizations and government agencies - whose needs and goals may differ from those of the organization you represent. You do, however, share some common values at this point. You all support the team's mission of improving career education services for your community's high school age handicapped youth. You also agree on the importance of interagency collaboration as a means for planning and implementing these improved services. This planning guide is designed specifically to assist teams like yours in reducing interorganizational barriers and building upon your fundamentally-shared values.

This guide is addressed to you as team members. It provides the basic information you will need to carry out the various exercises in the planning process so that you can develop a workable action plan. Your team leader has an expanded version of this guide, which explains the exercises in more detail and provides directions for managing your team's work. Whenever you have any questions about a particular exercise, raise them with your leader so that you and the rest of the team will always know how and why you are performing each exercise.

In order to get the most out of this team effort, try to follow the norms for collaborative planning. They **do** make a difference.

- Share your own perspectives, concerns, and resources.
- Listen for the perspectives, concerns, and resources of others.
- Recognize the common and complementary concerns that you share with other members.
- Recognize and honor differences between your opinions and those of others, with the understanding that mutually acceptable compromises usually can be negotiated.
- Remember that every one of you needs to participate in and feel ownership of the decisions made in this planning process if it is to be successful.
- Regularly communicate the team's progress to key people in your own organization so that they too can have input to, and feel ownership of, the team's work.
- Attend all planning sessions. Be on time for each session, and give your full attention to the planning work for the day.
- Try to follow the instructions in this planning guide as closely as possible so that your team can develop a realistic action plan that all team members will support.

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How to Use This Planning Guide

When beginning a stage: Read the one-page INTRODUCTION to the Stage you are ready to perform and ask your leader any questions that come to mind about the work for that stage.

When beginning a step: Read the GENERAL OUTCOME STATEMENT FOR THE STEP and make sure that you understand the work your team will accomplish in the Step.

When beginning an exercise:

1. Read the PURPOSE STATEMENT FOR THE EXERCISE and make sure that you understand it.
2. Study the EXAMPLE for the exercise. It will give you a good idea of the kind of work your team should accomplish. In most cases, the example also indicates the way your work should be laid out on newsprint.
3. Read the TEAM MEMBER RESPONSIBILITIES for the exercise you are ready to perform. If you have any questions about your responsibilities, ask your team leader to explain them in greater depth.
4. Follow the INSTRUCTIONS provided by your team leader, who will guide you in performing the exercise.

Overview of Planning Process

This collaborative planning guide is designed to help you work effectively with others to improve career-related opportunities for handicapped youth in your community. The guide enables you to develop a viable plan that all members on your team can support and carry out.

This guide is divided into three "stages." Each stage will help you to define more concretely what you and your fellow planners will do to actualize your plan for improving career-related opportunities for handicapped youth.

In **Stage One,** you will select **one major "program"** upon which to focus your team efforts. For instance, your team may choose to develop a work adjustment program for handicapped high school students. The program selected in Stage One will be the only program that your team focuses upon in Stages Two and Three. (However, the selection of one program does not preclude the development of other program options at some future date.)

In **Stage Two,** you will select **one "strategy"** or major approach to carrying out your chosen program. For instance, as an initial strategy for addressing your chosen program, your team may decide to develop workshops for teachers and counselors about work-adjustment skills. This will be the one strategy that you work on in Stage Three.

In **Stage Three,** you will select the **major "tasks"** that your team will carry out in order to implement the strategy you chose in Stage Two. For instance, you may decide that you need to plan the specific content and structure of the workshops, recruit employers to help conduct the workshops, recruit workshop participants, and so on. You will also decide who will perform these tasks, which resources will be used, and when the tasks will be completed.

Thus, by the end of Stage Three, your team will have planned, and committed itself to implementing, a very specific action plan. This plan will enable your team to take its first step toward improving career-related opportunities for handicapped youth in your community.

Stage One

Moving from a General Theme to a Specific Program Focus

Introduction to Stage One

In Stage One you will select one program upon which to focus your present planning effort. The planning work in this stage is divided into three steps.

In Step A, your team will identify about 8-12 programs which generally address the need to improve career-related opportunities for handicapped youth in your community.

In Step B, each team member will be asked to identify one of the 8-12 possible programs which she or he feels the team should plan. This will result in a list of about 4-6 preferred programs. Only these preferred programs will be considered for possible development by the team.

In Step C, the team will select one program from the list of 4-6 preferred programs. In order to make this decision, team members will consider the advantages and disadvantages of each of the preferred programs, and then negotiate consensus for the one program they would like to plan first.

The program your team chooses in this stage becomes the focus for the planning work in Stages Two and Three. Other preferred programs identified during this stage can be considered by the team as priorities for future planning efforts.

Step A:

Identify a Range of Programs

By the end of this step your team will have identified and clarified approximately 8-12 programs for further consideration. This list of programs should reflect the variety of perspectives and concerns held by team members and the organizations they represent.

Exercise I: Brainstorm a Range of Programs

Purpose: To develop a wide-ranging list of programs which would improve the career-related opportunities for handicapped youth in your community.

Example: The box below contains a sample list of such programs.

Brainstormed List of Programs

1. *A sensitization program for area employers*
2. *A program to identify on-the-job training opportunities for handicapped youth*
3. *A career exposure program for handicapped students*
4. *A work adjustment program for handicapped students*
5. *A more effective vocational assessment program for handicapped students*
6. *A training program for teachers and counselors that provides information about handicapped persons*
7. *A job-relevant vocational training program for handicapped students*
8. *A motivational program, exposing our students to handicapped adults with successful careers*
9. *An on-the-job training program for handicapped young adults*
10. *A program emphasizing living and coping skills for handicapped students*

Team Member Responsibilities

1. Suggest, without regard to their relative importance or feasibility, all career-related programs for disabled youth that you and your organization would like the team to develop. Don't critique members' program suggestions during this exercise. The objective now is to hear everyone's program concerns.

2. Try to make your suggestions specific in terms of type of program and audience.

3. Suggest only one program at a time.

4. Use roundtable brainstorming until each member has suggested one program; then shift to spontaneous brainstorming until members are satisfied that the list of programs is complete.

5. Jot down on paper any program ideas that come to mind when you do not have the floor, so that you can present them when it is again your turn.

Step A:

Identify a Range of Programs

Exercise II: Clarify Brainstormed Programs

Purpose: To insure that all team members understand the brainstormed programs, to modify wording if desirable, and to give members an opportunity to add any significant new program ideas that come to mind.

Example: The box below contains the sample list of brainstormed programs after they have been clarified.

Clarified List of Programs

(In comparing this list with the initial list of brainstormed programs, six of the original ten statements – #1, #4, #6, #8, #9, and #10 – have been modified. The modifications are in bold type.)

1. *A sensitization program* **to encourage employers to hire handicapped persons**
2. *A program to identify on-the-job training opportunities for handicapped youth*
3. *A career exposure program for handicapped students*
4. *A work adjustment* **(e.g., punctuality, social skills, dependability)** *program for handicapped students*
5. *A more effective vocational assessment program for handicapped students*
6. *A training program for teachers and counselors which provides information about* **job modifications for students with various disabilities**
7. *A job-relevant vocational training program for handicapped students*
8. *A program* **that involves successfully employed handicapped adults as role models** *for handicapped students*
9. *An on-the-job training program for* **handicapped seniors and unemployed high school graduates**
10. *An* **independent living skills** *(e.g., using transportation, budgeting) program for* **severely** *handicapped high school students*

Team Member Responsibilities

1. Consider the types of clarification you may need, such as explanation of jargon or ambiguous wording, or a more specific definition of the program intended by the author.

2. Ask for clarification of any brainstormed programs that you do not fully understand.

3. Clarify one program at a time.

4. Try not to persuade the author of a program to change the meaning of that program just to accommodate your own program ideas; you will have the opportunity to "advocate" for your own program preferences in the next step.

5. Revise the wording of any program(s) you suggested so that its meaning is clear to other team members.

6. Add and clarify new programs that come to mind.

Step B:

Identify Preferred Programs

By the end of this step, your team will have shortened the list of approximately 8-12 programs to a list of about 4-6 preferred programs which will be further considered in Step C. This shortened list will include each team member's favorite program from the longer list.

Exercise I: Adopt Criteria for Identifying Preferred Programs

Purpose: To adopt criteria which the team can use to identify its preferred programs, that is, those programs which presently have the greatest team support.

Example: The box below contains a list of recommended criteria.

Criteria for Choosing the Best Program

(The following questions are proposed as general criteria to assist your team in choosing preferred programs and later in choosing one program to plan.)

- *Does the program address your key concerns and those of your organization regarding the career-related needs of handicapped youth?*
- *Are you and your organization able and willing to commit resources (staff time, energy and expertise, materials, money, etc.) to plan and implement this program?*
- *Can this program be successfully developed given the resources currently available to your team? If not, to what extent does the program require the development of resources not currently available to your team?*
- *Should this program be developed before other programs on the list? Will this program provide a needed foundation upon which other possible programs can and should build?*
- *Is it the right time to develop this program? Will key organizations and individuals in the community recognize the need for this program and come forward to support its development?*

Team Member Responsibilities

1. Consider the recommended criteria and decide which of them you wish to adopt.

2. Add any additional criteria that you think might help you to evaluate and select the programs which seem most feasible and desirable.

Step B:

Identify Preferred Programs

Exercise II: **Advocate One Program**

Purpose: To allow each team member to advocate (argue briefly for) one favorite program.

Example: The box below contains a sample advocacy statement.

Advocacy Statement

(Roberto, Director of the local office of the State Vocational Rehabilitation Agency, advocates for program #3.)

"In my work with clients, I find that many disabled high school graduates have no idea of what kinds of jobs are available in our community. They don't know what they want to do, nor do they know what they might be able to do best. My agency has had considerable difficulty with younger disabled clients who drop placements or are fired within the first six months of employment. If our clients knew what kinds of jobs they enjoyed and performed well, we might be able to place them more successfully. It is particularly disappointing - not to mention the waste of the taxpayer's money - when clients quit their jobs after we have bought them expensive tools and training. My agency would certainly support any kind of pilot career exposure program for disabled high school students. One of our caseworkers could be released to help initiate such a program and to work on creating other complementary support services, such as vocational testing and identification of viable training options. I'm quite sure that at least two employers we work with would welcome such a program, since they too are becoming frustrated with these placement difficulties."

Team Member Responsibilities

1. Consider the criteria questions, which were posted on the wall during the last exercise, and apply them to the list of suggested programs. Decide which program best meets the criteria and jot down your reasons for preferring this program.

2. Advocate in a roundtable fashion with each member in turn taking two or three minutes to indicate the advantages of the one program he or she likes best.

3. Try to confine your advocacy statement to a discussion of the advantages of your chosen program and avoid discussing the negative or positive points of what other members are advocating.

4. Listen, without interrupting, to the advocacy statements of other team members, making notes of any key points that you might want to raise later on.

Step C:

Select One Program to Plan

By the end of Step C, your team will have selected the one program which you will further plan in Stages Two and Three. Your team will choose this program after careful consideration of everyone's preferred program and concentrated efforts to achieve full team consensus.

Exercise I: Identify Advantages and Disadvantages of Preferred Programs

Purpose: To identify the advantages and disadvantages of each of the preferred (advocated) programs.

Example: The box below contains a list of advantages and disadvantages for two of the sample preferred programs.

Advantages and Disadvantages of Two Programs

A career exposure program for disabled students

Advantages	**Disadvantages**
priority for school system	*employers might not buy in*
rehab supports & has resources	*requires career info we do not have*
etc.	*etc.*

A work adjustment program for handicapped students

Advantages	**Disadvantages**
will help remedy key problem perceived by employers	*some school staff might resist new responsibilities*
fewer handicapped young adults would be fired because of lateness, inappropriate behavior, etc.	*could be expensive to set up*
etc.	*etc.*

Team Member Responsibilities

1. Using the criteria questions posted on the wall during the last step (see page 34) identify the advantages and disadvantages of each of the preferred (advocated) programs.

2. Suggest the advantages and disadvantages for one program at a time.

3. Listen carefully to the advantages and disadvantages identified by other team members, since these suggestions may trigger your own ideas.

4. Make sure that you are satisfied with the list for each program before moving on to consider the advantages and disadvantages of the next program.

Step C:

Select One Program to Plan

Exercise II: Poll Team Member Support for Programs

Purpose: To identify the extent of team member support for each of the preferred programs now that its advantages and disadvantages have been highlighted.

Example: The box below contains a sample poll of team member support for each of the preferred programs.

Polling Results

Program #1 *Sensitization program for area employers*	*Tom*
Program #3 *Career exposure program for disabled students*	*Isabel*
Program #4 *Work adjustment program for disabled students*	*George, Sandy, Roberto*
Program #5 *Training program on job modifications*	*No support*

Team Member Responsibilities

1. Review the lists of advantages and disadvantages for all of the preferred programs and decide which program you think the team should plan.

2. You will be polled in a roundtable fashion. Indicate the one program you would like to see the team develop.

3. Remember that this poll is not binding; it is used only to determine the extent to which team member opinions have changed as a result of the previous analysis of the advantages and disadvantages of each program.

Step C:

Select One Program to Plan

Exercise III: Negotiate Consensus For One Program

Purpose: To select and, if necessary, modify one program that all members can support, thereby insuring effective planning in Stages Two and Three.

Example: The box below contains a sample discussion and negotiation scenario culminating in the selection of a program focus the entire team can support.

Consensus Building for One Program

Analysis of Poll: *The work adjustment program received the most support from team members. It is therefore chosen as the initial focus for the team's discussion and negotiation.*

Highlights of Discussion-Negotiation: *Sandy felt that teachers and counselors must be involved in the program for it to satisfy her ongoing concerns as a vocational guidance counselor. Isabel indicated that she would support a work adjustment program if the employer and other community contacts gained during the development of this program could be used later to develop a career exposure component for younger high school students. Tom felt that employers might need a special incentive for participating in the development of a work adjustment program. George, an employer, said he thought employers would be quite willing to support the work adjustment program, especially if, as Sandy suggested, teachers and counselors provided the necessary guidance and structure for the program.*

Modified Program: *The team agreed to plan and implement a work adjustment program as its first major focus. The team also agreed that the program should be designed to involve teachers and counselors who will work closely with employers. Based on the success of this program, the team will later consider the feasibility of developing a career exposure component for younger disabled students.*

Team Member Responsibilities

1. Agree on an initial time limit for this discussion-negotiation exercise.

2. Focus on the program that received the greatest support during the preceding polling exercise. This "majority" program will serve as the starting point for the team's discussion.

3. If you did not favor the "majority" program during polling, indicate to the team whether you could still support its development by the the team, either in its present form, or in a modified form.

4. If you could support the "majority" program in a modified form, suggest specific modifications which would make the program more acceptable to you.

5. Negotiate modifications to the "majority" program in response to conditions suggested. Use your understanding of each other's concerns to suggest compromises that address your own as well as other's issues.

6. Compromise as necessary until the team either reaches consensus or comes to an impasse. Your team leader will arbitrate negotiations and help you decide whether the team has reached consensus or should consider another program option.

7. If, after possible modifications have been discussed, some team members are clearly reluctant to support the "majority" program, continue this exercise, focusing on the program which received the next greatest amount of team support during polling. Your team leader will help you negotiate consensus for this program.

8. When the team reaches consensus in support of a program (with or without modifications), the team will have completed this exercise and all of Stage One.

Stage Two

Choosing One Strategy to Initiate Your Program

Introduction to Stage Two

In Stage Two you will select one "strategy" or major approach to carrying out your chosen program. (To avoid confusing "programs" with "strategies," you should study the definition and examples in the box below.) The planning work in this stage is divided into four logical steps.

In Step A, your team will identify a range of strategies which could be developed as a means for carrying out your chosen program.

In Step B, each team member will be asked to identify the one strategy which he or she thinks the team should develop. This will result in a shortened list of "preferred" strategies, which will be more intensively considered in Step C.

In Step C, the team will select one strategy from the list of preferred strategies. In order to make this decision, team members will consider the pros and cons of each of the preferred strategies, and then negotiate consensus for the one strategy they wish to plan in Stage Three. Other preferred strategies can be considered by the team as priorities for future planning efforts.

In Step D, the team will identify and seek to obtain the community support the team needs to develop and implement its chosen program and strategy. The resulting community feedback will either confirm the viability of the team's chosen program and strategy or point out the need for revising them so that they elicit greater community support.

Strategy

A strategy is a particular way of, or an approach to, developing the program your team has chosen. There is always more than one possible strategy for developing a program. A total program will usually include several sequential strategies, each of which is designed to build upon the results of the strategies that have been implemented before it. The planning team must decide which strategy it is most appropriate to implement first.

Program:	*A Work Adjustment Program for Disabled High School Students*
Strategies for Developing This Program:	*1. Develop work shadowing experiences for students in area firms* *2. Develop a series of talks by local personnel directors at the high school* *3. Develop a work adjustment curriculum to use with a class of students*

Step A:

Identify a Range of Strategies

By the end of this step your team will have identified and clarified a range of strategies which could be used in carrying out its chosen program. This list of strategies will reflect the variety of perspectives and concerns held by team members and their organizations.

Exercise I: Brainstorm a Range of Strategies

Purpose: To develop a wide-ranging list of possible strategies for implementing your program.

Example: The box below contains a list of possible strategies for developing a work adjustment program.

Brainstormed Strategies
For Developing a Work Adjustment Program

1. *Set up work shadowing experiences for students in area firms*
2. *Present a series of talks by local personnel directors at the high school*
3. *Develop a work adjustment curriculum to use with a class of students*
4. *Hold workshops for teachers and counselors about types of work habits and behavior employers look for*
5. *Survey employers to find out what work habits and behaviors they want prospective employees to have*
6. *Conduct an exchange program in which employers come to the school and teachers and students go to the work site*
7. *Involve the parents of disabled kids in helping them to learn work adjustment skills*

Team Member Responsibilities

1. Make sure that you understand what a strategy is.

2. Suggest, without regard for their relative importance or feasibility, strategies that would enable your team to develop its chosen program.

3. Suggest only one strategy at a time.

4. Use roundtable brainstorming until every member has suggested one strategy, and then shift to spontaneous brainstorming until team members are satisfied that the list of strategies is complete.

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Step A:

Identify a Range of Strategies

Exercise II: Clarify Brainstormed Strategies

Purpose: To insure that everyone understands the brainstormed strategies and to give members an opportunity to add any significant new strategies that come to mind as a result of the clarification process.

Example: The box below contains the sample list of brainstormed strategies after they have been clarified. (Modifications in the original brainstormed strategies are in bold type.)

Clarified Strategies

1. *Set up work shadowing experiences for students in area firms*
2. *Present a series of* **in-school** *talks by local personnel directors* **focusing on employer hiring practices and the work adjustment skills required of new employees**
3. *Develop a work adjustment curriculum* **and pilot test**
4. *Hold workshops for teachers and counselors on* **work adjustment requirements for entry level jobs**
5. *Survey employers to find out what work habits and behaviors they expect new employees to have and* **whether they (employers) would be willing to get involved in workshops on this subject**
6. *Conduct an exchange, by which employers make presentations in the* **classroom** *and students go to the worksite for* **tours and rap sessions with employees**
7. **Develop a series of parents' day workshops in which students interview their own parents and those of their classmates to determine and discuss the kind of skills necessary to hold a job**

Team Member Responsibilities

1. Consider some types of clarification you may need, such as an explanation of jargon or ambiguous wording, or a more specific definition of the strategy intended by the author.

2. Ask the author for clarification of any brainstormed strategy that you do not fully understand.

3. Revise the wording of any strategy you authored so that its meaning is clear to other team members.

4. Clarify and revise one strategy at a time.

5. Try not to persuade the authors of other strategy suggestions to change the meaning of their suggestions to accommodate your own ideas. You will have the opportunity to advocate your own strategy preferences in the next step.

6. Add and clarify any significant new strategies that come to mind.

Step B:

Identify Preferred Strategies

By the end of this step, your team will have selected preferred strategies from the original list of brainstormed suggestions.

Exercise I: Adopt Criteria for Identifying Preferred Strategies

Purpose: To adopt criteria to use in selecting preferred strategies from the list of brainstormed strategies.

Example: The box below contains a list of recommended criteria.

Criteria for Choosing the Best Strategy

(The following questions are proposed as general criteria to assist your team now in choosing preferred strategies and later in choosing one strategy to plan.)

- *Will the implementation of this strategy provide the most effective starting point for addressing the team's chosen program?*
- *Will you and your organization be able and willing to commit staff time, expertise, and other resources to the implementation of this strategy?*
- *Should this strategy be developed before other strategies in order to provide a solid foundation for future team efforts, or is there another strategy that should be developed first?*
- *Can this strategy be developed using the resources currently available to team members and their organizations?*
- *Does the implementation of this strategy depend on resources held by individuals or organizations not on the team, and, if so, how likely is it that these resources can be tapped by team members?*
- *Will the overall anticipated impact of this strategy justify the resource costs of its implementation?*

Team Member Responsibilities

1. Consider the recommended criteria and decide which of them you wish to adopt.
2. Suggest any additional criteria which you think might help your team to identify its preferred strategies.

Step B:

Identify Preferred Strategies

Exercise II: Advocate One Strategy

Purpose: To allow each team member to argue briefly in favor of one strategy from the list of clarified strategies.

Example: The box below contains a sample list of strategies advocated by team members.

List of Advocated Strategies

	Strategy	Team Member(s) Supporting Strategy
2.	*Present a series of in-school talks by local personnel directors focusing on employer hiring practices and the work adjustment skills required of new employees*	*Isabel*
3.	*Develop a work adjustment curriculum and pilot test with a class of students*	*George*
4.	*Hold workshops for teachers and counselors on work adjustment requirements for entry level jobs*	*Sandy, Tom*
5.	*Survey employers to find out what work habits and behavior they expect new employees to have and whether they (employers) would be willing to get involved in workshops on this subject*	*Roberto*

Team Member Responsibilities

1. Consider the criteria adopted in the last exercise when deciding which strategy to advocate. Select the one strategy you prefer and jot down reasons for choosing it.

2. Advocate in a roundtable fashion, with each team member in turn taking two or three minutes to indicate the advantages of one strategy he or she likes best.

3. Confine your advocacy to the advantages of your preferred strategy, rather than responding to what other members are advocating.

4. Listen, without interrupting, to the advocacy statements of other members.

Step C:

Select One Strategy to Plan

By the end of Step C, your team will select the one strategy to be developed in Stage Three. The team will have chosen this strategy after careful consideration of the advantages and disadvantages of preferred strategies and concentrated efforts to achieve consensus.

Exercise I: Identify Advantages and Disadvantages of Preferred Strategies

Purpose: To identify the advantages and disadvantages of each of the preferred strategies, using the criteria adopted in Exercise B/I.

Example: The box below contains a sample list of advantages and disadvantages for one of the sample preferred strategies.

List of Advantages and Disadvantages for One Strategy

Strategy: Develop a work adjustment curriculum and pilot test with a class of students

Advantages	Disadvantages
Employers could help to develop such a curriculum; then be more willing to provide workshops, give talks, etc.	*Not a starting point, need to involve employers first*
Federal funds might be available for such an effort	*We do not now have all information necessary to develop such a curriculum*
School people need to develop a classroom component to justify credit for student participation	*Would require research into materials available from sources outside community*
Planning requirement might guarantee a well designed strategy with a better chance for successful implementation	*Would involve considerable planning time before students would be served*
Could be used by other organizations for both handicapped youth and adults	*Time-lag between initiation of planning and actual implementation of curriculum might discourage some of us who want more immediate results. We should start with a strategy that is likely to create more initial enthusiasm*

Team Member Responsibilities

1. Using the criteria questions posted on the wall, brainstorm the advantages and disadvantages of each of the preferred strategies.

2. Suggest advantages and disadvantages for one strategy at a time.

3. Listen carefully to the advantages and disadvantages identified by other members, since those suggestions may trigger your own ideas.

4. Make sure that you are satisfied with the list of advantages and disadvantages for each strategy before moving on to consider the advantages and disadvantages of the next strategy.

Step C:

Select One Strategy to Plan

Exercise II: Poll Member Support for Preferred Strategies

Purpose: To identify the relative degree of support for each of the preferred strategies now that their advantages and disadvantages have been highlighted.

Example: The box below contains a sample poll of team member support for each of the preferred strategies.

Polling Results

Strategy #2 *Employer talks at high school*	*No support*
Strategy #3 *Work adjustment curriculum*	*Isabel*
Strategy #4 *Workshops for teachers and counselors*	*Sandy, Tom, George*
Strategy #5 *Survey employers*	*Roberto*

Team Member Responsibilities

1. Review the lists of advantages and disadvantages for all of the preferred strategies prior to giving your support to any one strategy.

2. Polling will be conducted in a roundtable fashion; when it is your turn, indicate which one strategy you would like to see the team develop first.

3. Remember that this poll is non-binding; it is used only to determine the extent to which team member opinions have changed as a result of the previous analysis of the pros and cons of each strategy.

Step C:

Select One Strategy to Plan

Exercise III: Negotiate Consensus for One Strategy

Purpose: To choose the first strategy that the team will develop.

Example: The box below contains a sample discussion and negotiation scenario culminating in the selection of a strategy the entire team can support.

Consensus Building for One Strategy

Analysis of Poll: *Since Strategy #4 (workshops for teachers and counselors) received the greatest support from team members, it becomes the focus for the team's discussion and negotiation.*

Highlights of Discussion-Negotiation: *Isabel and Roberto were the only two team members who did not support Strategy #4. Isabel was concerned that this strategy would not involve students and therefore might be harder to sell to school administrators. Sandy pointed out that because teachers and counselors would be involved in any work adjustment strategy, it was important to orient them to employer concerns before expecting them to reflect those concerns to students. Sandy indicated that employers and teachers and counselors would be in a better position to plan other strategies such as talks at the high school once they had worked together and better understood each other's needs and concerns. Isabel indicated that she could support the workshops if they led directly to some work adjustment activity for students. Roberto was concerned that the workshops might be geared primarily to the concerns of school teachers and counselors. Tom indicated that he did not have this impression, but felt that there should be an explicit effort to involve caseworkers and counselors from all key support agencies in the community. Roberto indicated that he and his organization could support Strategy #4 if this were the case.*

Modified Strategy: *The team agreed to plan and implement work adjustment workshops for teachers and counselors as a first step in developing a work adjustment program for disabled high school students. The team also agreed that counselors and caseworkers from all key community agencies will be invited to attend these workshops, and that workshop participants would later be asked to participate in planning work adjustment activities for students.*

Team Member Responsibilities

1. Agree on an initial time limit for this discussion-negotiation exercise.

2. Focus on the strategy that received the greatest support during the preceding polling exercise. This "majority" strategy will serve as the starting point for the team's discussion.

3. If you did not favor the "majority" strategy during polling, indicate whether you could still support its development by the team, either in its present form, or with modifications. (Remember that the selection of one strategy now does not preclude the development of other strategies at some future date.)

4. If you could support the "majority" strategy in a modified form, suggest specific modifications which would make the strategy more acceptable to you.

5. Negotiate modifications to the "majority" strategy in response to the conditions suggested. Use your understanding of each other's concerns to suggest compromises that address your own as well as other's issues.

6. Compromise as necessary until the team either reaches consensus or comes to an impasse. Your team leader will arbitrate negotiations and help you decide whether the team has reached consensus or should consider another strategy option.

7. If some team members are clearly reluctant to support the "majority" strategy, continue this exercise, focusing on the strategy which received the next greatest amount of team support during polling. Your team leader will help you negotiate consensus for this strategy.

8. When the team reaches consensus in support of a strategy (with or without modifications), the team will have completed this exercise.

Step D:

Gauge Community Support for Your Selected Strategy

By the end of this step your team will know the extent to which key people in your community approve of your team's chosen strategy and the team will have a general sense of the willingness of organizations to provide resources for your team's efforts.

Exercise I: Identify Key People to Consult and Decide Who Will Consult With Them

Purpose: To identify those key people in your community whose approval and/or organizational resources will insure the team's successful planning and implementation of its chosen strategy and to assign responsibilities to team members for consulting these key people.

Example: The box below contains a sample list of assignments.

Consulting Assignments

Within Member Organization	Resources	Member Assigned
Principal of High School; Superintendent of Schools	*Space for Workshops*	*Isabel*
Vocational Education Advisory Committee Chairperson; Director of Pupil Personnel Services		*Sandy*
Advisory Committee Chairperson		*Tom*
Casework Supervisor; Regional Director	*Supervisor time to help plan*	*Roberto*
Manager of Community Relations		*George*
In Organizations Not Represented on Team		
Special Education Director, State Department of Education		*Isabel*
Principal, Regional Vocational-Technical School		*Sandy*
Executive Director, United Cerebral Palsy Association		*Tom*
Director, Department of Employment Security		*Roberto*
Chamber of Commerce Director; Rotary President	*Identify companies to participate*	*George*

Team Member Responsibilities

1. Think of key people in your own organization whom you should contact to gain approval for the team's plan and to gauge the likelihood of obtaining organizational resources.

2. Identify key people in other community organizations (not represented on your team) whose approval and/or organizational resources the team needs to implement its strategy.

3. To the extent possible at this point, try to identify a few key resources (e.g., staff time and expertise, use of facilities and equipment, funding or assistance in obtaining funds) your team may need in order to plan and implement its strategy. Then identify the organization(s) you think might have each resource. Be sure these organizations are included in your list of people and organizations to contact.

4. Volunteer to contact key people to inform them of your team's work, to elicit their approval, and to gauge their willingness to contribute organizational resources.

5. Draft a description of your team's purpose, membership and chosen strategy for presentation to others outside the team.

Step D:

Gauge Community Support for Your Selected Strategy

Exercise II: Discuss Community Feedback and Finalize Strategy

Purpose: To report on your consultations with key people in the community, to discuss the possible implications of this feedback, and to finalize your team's chosen strategy based on an analysis of this feedback.

Example: The box below contains a sample reporting/discussion of community feedback, and a sample finalized strategy.

Feedback from Community and Finalization of Strategy

Summary of Feedback – *All organizations represented on the team expressed approval of the team's initial implementation strategy. George's supervisor suggested that other businesses in the community be briefed on the team's plan and asked to provide staff assistance. The principal of the local high school thought it would be possible to provide space, but requested that workshops be held after school hours or at times when they would not conflict with ongoing classroom responsibilities. The Casework Supervisor was interested in helping to plan the workshop content.*

All other individuals contacted were generally supportive of the team's direction. However, neither the Rotary President nor the Chamber of Commerce Director felt that they would be able to identify companies that might be receptive to the team's workshop strategy. This suggested a need for the team to consider recruitment of employers as a major task in implementing its strategy.

Finalization of Strategy – *The team decided to adopt their strategy as written, and to append to the strategy statement the above mentioned considerations.*

Team Member Responsibilities

1. Briefly tell the team about your consultations with key people in your own and other organizations and answer any questions team members may have.
2. Clarify the level of support tentatively offered by all organizations contacted by team members.
3. Assess whether the community is offering enough support for your team to successfully plan and implement its chosen strategy or whether the team should revise its strategy to elicit greater community support.
4. Remember that no one strategy is likely to attract the support of every key person or organization your team consults.
5. Finalize your team's strategy, incorporating the feedback received from the community.

Stage Three

Developing an Action Plan

Introduction to Stage Three

In Stage Three, your team will identify and assign the tasks necessary to implement the strategy chosen in the last stage. You will then develop a concrete action plan and seek support for that plan from your own organizations and other key organizations in the community. The planning work in this stage is divided into three steps.

In Step A, your team will develop a list of tasks necessary to implement its strategy. Then you will decide the order in which these tasks should be performed and develop a timetable for performing them.

In Step B, team members will volunteer to perform each of the tasks. Your team will also decide how to monitor the performance of these tasks in order to address any obstacles that may arise. Your team will then draft a concrete action plan.

In Step C, your team will identify and consult with key decision-makers in your community in order to secure support for the team's action plan. Your team will assess the feedback from key individuals and organizations in the community and finalize its action plan.

Step A:

Identify and Sequence Tasks

By the end of this step your team will have determined which tasks are necessary for implementing your chosen strategy. Your team also will have decided the order in which these tasks should be performed and have developed a timetable for performing them.

Exercise I: Identify the Tasks Your Team Needs to Perform

Purpose: To develop a comprehensive list of all the major tasks necessary to implement your team's strategy.

Example: The box below contains a sample list of the major tasks involved in implementing employer-taught work-adjustment workshops for teachers and counselors, as well as questions used to elicit these tasks.

List of Major Tasks and Questions to Elicit Them

What People Need to Be Involved (Planners, Staff, Participants)?

- Recruit resource people to help plan content and format of workshops
  —*employers who can help identify specific work adjustment skills, consultants who can suggest possible formats, etc.*
- Recruit people to conduct the workshops
  —*a training director from business and industry, several employed handicapped persons, a career education specialist from the department of education, etc.*
- Recruit participants for the workshops
  —*decide how many participants there will be, which organizations will be invited to participate, how to recruit them, etc.*

What Arrangements for Facilities and Materials Need to Be Made?

- Select place and times for the workshops
  —*consider both school and non-school locations, try to schedule after-school hours*
- Make scheduling and materials arrangements
  —*announcement of workshops to participants, preparation of audio-visual aids, agendas, handouts, etc.*

What Subject Matter or Content Needs to Be Planned?

- Plan content (subject matter) to be included in workshops
  —*decide what specific work adjustment skills will be covered*
- Design a format for the workshops
  —*decide on how many workshops, how long they will be, how much will be lecture, small group discussion, audio-visual presentations, etc.*

Team Member Responsibilities

1. Considering issues such as (1) the subject matter to be planned, (2) the people to be involved, and (3) arrangements to be made, identify all the major tasks that are necessary to carry out your chosen strategy.

2. Clarify these tasks so that they are understandable to team members, adding brief descriptions of the tasks as necessary.

Step A:

Identify and Sequence Tasks

Exercise II: Sequence Tasks and Develop a Timetable for Performing Tasks

Purpose: To decide the order in which tasks should be performed and to determine when they will be initiated and completed.

Example: The box below contains a sample task sequence and timetable.

Tasks and Timetable for Implementing Strategy

	Initiate	Complete
First Task: *Recruit employers and handicapped employees to help conduct workshops*	*April*	*June*
Second Task: *Recruit staff from member organizations to work with employers to plan workshops*	*May*	*May*
Third Task: *Plan subject matter of workshops*	*June*	*July*
Fourth Task: *Develop a format for the workshops*	*July*	*July*
Fifth Task: *Schedule time and place of workshops*	*July*	*August*
Sixth Task: *Recruit workshop participants*	*August*	*August*
Seventh Task: *Develop materials for workshops and make last minute scheduling arrangements*	*August*	*September*

Projected Date for First Workshop: *September*

Team Member Responsibilities

1. Identify the order in which the tasks should be undertaken, and assign dates for initiating and completing each task. Remember that some tasks can be performed at the same time.

2. Using the overall timeframe you have established, determine an approximate implementation date for your strategy. Be realistic; give yourselves plenty of time.

Step B:

Develop an Action Plan

By the end of this step, your team will have assigned all its major tasks, decided how their performance will be monitored, and drafted an action plan which can be shown to key people in the community.

Exercise I: Assign Responsibility for Carrying Out All Tasks

Purpose: To assign responsibilities to team members for carrying out all major tasks, to further clarify what needs to be done to accomplish each task, and to determine which resources, if any, will be used.

Example: The following box shows a sample task assignment, the work involved in the task, and the resources which will be used to perform the task.

Task Assignment, Related Work, and Resources

Task	Who Will Perform It	Work Involved	Resources To Be Used
Recruit employers to help conduct workshops	*George, with Roberto's help*	*-Make presentations at Lion's Club and Chamber of Commerce asking for volunteers* *-Send letter to all major employers in community* *-Meet with employer volunteers*	*-Contacts with Lion's Club president and Chamber of Commerce director* *-Secretarial assistance from school department* *-Conference room at George's company office*

Team Member Responsibilities

1. Before assigning tasks, briefly discuss the work involved in each task, and the resources which might be used to perform the task.

2. Volunteer to carry out the task that most draws upon your expertise and best utilizes the resources of your organization. (Consider your work schedule to make sure that you will have sufficient time to carry out this task.)

3. Keep in mind that a particularly demanding task can be shared by two or three team members, as long as all other tasks are covered.

4. Make sure that tasks are fairly evenly divided among team members.

Step B:

Develop an Action Plan

Exercise II: Determine How and When To Monitor Task Performance

Purpose: To decide how and when to monitor the performance of tasks so that the team can help members address any obstacles that arise.

Example: The box below contains a sample procedure for monitoring tasks.

Monitoring Procedure

Schedule

The team will meet at 9:00 a.m. every other Thursday from April through August to report on progress and to revise future tasks if necessary.

Key Issues To Discuss

- *How each task has been carried out, key achievements, key obstacles encountered and how they were overcome*
- *How each task, if still ongoing, could be performed more productively*
- *Whether there is a need for more information and, if so, how it will be obtained*
- *Whether there is a need to involve other individuals or organizations in the team's effort and, if so, how they will be involved*
- *The extent to which future tasks may need to be revised based on the results to date*

Team Member Responsibilities

1. Determine a regular meeting schedule for the team to monitor the progress of task performance. Specify the frequency of these meetings and the dates and times when they will occur.

2. Make sure that you and your fellow team members can commit yourselves to this meeting schedule.

3. Identify some of the key issues that you will address in order to monitor task performance and to revise your action plan when necessary.

Step B:

Develop an Action Plan

Exercise III: Draft an Action Plan

Purpose: To prepare an action plan describing the team and its major planning decisions to present to others outside the team.

Example: The following box indicates the key information that should be included in your team's action plan. Please refer also to the sample action plan on pages 29-30).

Components of an Action Plan

1. *Description of the team, its members, its history, and its overall purpose*
2. *Statement of the team's program focus (chosen in Stage One) with brief rationale*
3. *Statement of the team's initial strategy (chosen in Stage Two) with brief rationale*
4. *Statement of major tasks the team will perform and timetable (chosen in Stage Three)*
5. *Projected date for implementing the team's strategy*

Team Member Responsibilities

1. Review the newsprint records of your team's program focus, initial strategy, and tasks and timetable. Suggest any revisions that may be necessary to make the statements more accurate or more clearly understandable to persons not on the team.

2. Discuss the information you want to present in the rationales for your program focus and strategy and in the statement of overall purpose, membership and team history. Work together to draft these pieces of the action plan. (You may first want to review the sample action plan presented in this exercise.)

3. Arrange to have the plan edited, typed, duplicated, and distributed to team members.

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Example – Action Plan

Description of Team

Purpose: *Our team began meeting in the winter of 1980 to address the need to improve career-related opportunities for handicapped youth in our community. We felt that interagency collaboration was needed in order to strengthen present programs for handicapped youth and to develop new, more responsive programs.*

Membership: *Our collaborative planning team is made up of the following individuals and organizations:*

- *Sandy Smith, Vocational Guidance Counselor, Hinsdale High School*
- *Isabel Santes, Director of Special Education, Hinsdale Public Schools*
- *Tom Handeman, Director, Association for Retarded Citizens*
- *Roberto Ianerella, Director, Hinsdale Office, State Rehabilitation Agency*
- *George Bell, Personnel Manager, Telsit Corporation*

Team History: *During the course of several in-depth planning meetings, our team has chosen an overall program focus that we all agree is critical, an initial strategy which will enable us to implement an important piece of this program, and a series of major tasks which we are ready to carry out in order to get our strategy in place by September, 1980. These components of our action plan are described below.*

We welcome your reactions to our plan and will do our best to incorporate your suggestions as we begin to implement our first strategy.

(over)

Example – Action Plan (continued)

Description of Team

Program Focus: **Work Adjustment for Handicapped High School Age Youth**

We feel that handicapped youth need to learn basic skills that would enable them to hold entry level jobs. We are all aware that many handicapped youth lose their jobs shortly after placement. We feel that this situation could be remedied if these youth could have a more realistic picture of work, an understanding of the importance of personal appearance and being on time, an awareness of how to get along with co-workers and supervisors, and other skills that would improve their adjustment to the work setting.

Initial Strategy: **Work Adjustment Workshops for Teachers and Counselors**

Although there are many ways to approach the need for work adjustment programming, we felt that the best place to start would be the training of teachers and counselors who work with handicapped youth. This strategy will be a good foundation for future efforts and can be achieved with a moderate investment of time and resources. We therefore decided to plan a series of workshops for teachers and counselors to help prepare them to teach work-adjustment skills to handicapped youth.

Tasks and Timetables: *After considering the work to be done in order to implement these workshops, we agreed on the following tasks:*

1.	*Recruit employers to help conduct workshops*	*April-June*
2.	*Recruit school and agency staff to work with employers in planning workshops*	*May*
3.	*Plan topics to be addressed in workshops*	*June-July*
4.	*Develop format for workshops*	*July*
5.	*Schedule workshops*	*August*
6.	*Recruit participants*	*August*
7.	*Develop materials*	*September*
8.	*Hold first workshop*	*September*

Step C:

Gauge Community Support for the Team's Action Plan and Finalize Plan

By the end of this step, your team will have consulted with key individuals in the community and have finalized your action plan.

Exercise I: Identify Key People To Consult and Decide Who Will Consult With Them

Purpose: To identify key individuals or organizations whose support is needed for implementing the action plan, and to decide who will contact them.

Example: The box below contains the sample list of consulting assignments presented in Step D of Stage Two.

Consulting Assignments

Within Member Organizations

Isabel – *Principal of High School; Superintendent of Schools*
Sandy – *Vocational Education Advisory Committee Chairperson; Director of Pupil Personnel Services*
Tom – *Advisory Committee Chairperson*
Roberto – *Casework Supervisor; Regional Director*
George – *Manager of Community Relations*

In Organizations Not Represented on Team

Isabel – *Special Education Director, State Department of Education*
Sandy – *Principal, Regional Vocational-Technical School*
Tom – *Executive Director, United Cerebral Palsy Association*
Roberto – *Director, Department of Employment Security*
George – *Chamber of Commerce Director; Rotary President*

Team Member Responsibilities

1. Review the list of key decision-makers which your team identified and consulted in Step D of Stage Two, and decide which of these individuals should be consulted again.

2. Identify any additional individuals or organizations whose support would increase the team's ability to implement its action plan successfully.

3. Volunteer to contact the individuals in your own organization and those in other organizations whom you know well.

4. Decide what kind of support the team will request from each individual and/or organization.

Step C:

Gauge Community Support for the Team's Action Plan and Finalize Plan

Exercise II: Discuss Community Response and Finalize Action Plan

Purpose: To report on consultations with key individuals and organizations in the community, to assess the amount and type of support obtained for the team's action plan, and to finalize the plan.

Example: The following box contains a sample list of questions that will help your team to report and analyze community support and then finalize your action plan.

Discussion Questions

Reporting on Consultations

- *What support was requested?*
- *Was this support obtained? If not, why not?*
- *What were the aspects of the action plan which the individuals consulted liked most and least?*

Assessing Community Support

- *Did the individuals consulted suggest any specific changes in the action plan? What were these changes?*
- *Does the individual's or organization's support for the team's plan hinge on your making these changes?*
- *How crucial is the support requested from this individual or organization? Can similar support be obtained from other organizations not yet consulted?*

Finalizing Action Plan

- *Does the plan command sufficient support to be finalized as is?*
- *Can community concerns be incorporated easily into the action plan without altering features that members feel are essential?*
- *If the plan must be revised in order to obtain sufficient community support, to what extent are team members willing and able to make these revisions?*

Team Member Responsibilities

1. Briefly report on your consultations with key individuals and organizations in the community.

2. Clarify the type and amount of support offered for the plan by each of the organizations and individuals consulted.

3. Assess whether the community is offering sufficient support to insure successful implementation of the team's plan.

4. Discuss and negotiate any revisions in the plan that your team agrees are necessary to gain additional community support.

5. Finalize your team's action plan.

6. Review the schedule for future monitoring meetings. Specify the agenda and date for the next meeting.

Looking Ahead

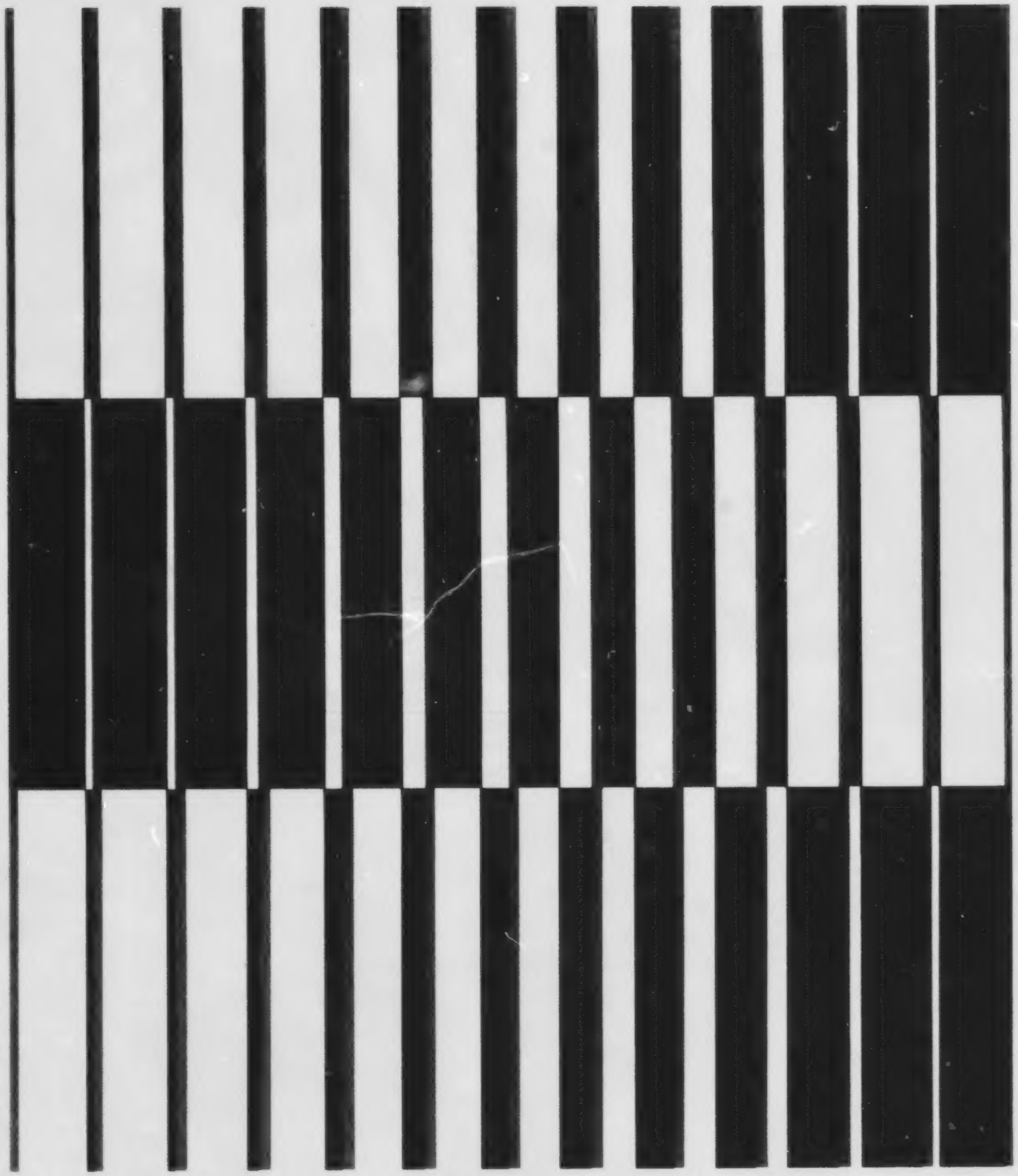
Congratulations! You have now completed this collaborative planning process.

You have a realistic plan for improving career education services for handicapped high school age youth, a team committed to carrying out this plan, and sufficient community support to insure successful implementation of the plan.

You have also established a regular meeting schedule to monitor your progress in carrying out your tasks, and to revise your plan should it be necessary. If any difficulties arise during your implementation efforts, your team leader will help you to deal with them.

In the future this planning process can be used to help you plan additional strategies which build upon your first strategy or to help you plan new programs. For example, your team may wish to plan more of the strategies identified in Stage Two or to identify new strategies which you did not think of the first time. Once your team reaches agreement about which strategy should be planned next, you can develop an updated action plan by repeating the process outlined in Stage Three. If your team agrees that a new program focus is necessary, you may want to repeat all three stages of this planning process. Regardless of how much of the process you repeat, you can be sure that your team will perform the exercises in this guide more effectively and efficiently now that you are familiar with them.

In fact, your first collaborative effort is the most difficult one, both in terms of planning and implementation. Having successfully planned and implemented one program strategy, your team will have created a momentum upon which to build future collaborative efforts.



The Interdependent Community: Collaborative Planning for Handicapped Youth

Leader's Handbook

TERC

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Preface

How can organizations be helped to work together to improve career-related service and opportunities for handicapped youth? What are the barriers to collaboration and how can they be overcome? These are some of the key questions Technical Education Centers (TERC) has sought to answer in its Collaborative Planning Project, supported by a grant from the Bureau of Education for the Handicapped, U.S. Office of Education.

TERC started this project in 1978, in collaboration with Training, Development and Research Associates (TDR). We began by studying an organization development planning model that TDR had designed and used extensively within individual organizations. We then revised this model for use in interagency planning, designing features to enhance information-sharing and effective working relationships among planners who might be working together for the first time.

After revising the planning model, we tested it at three demonstration sites in the Northeast: Hartford, Connecticut; Derry, New Hampshire; and North Adams, Massachusetts. Planning teams in each of these communities met every other week for a period of six months. The project staff facilitator coordinated the planning teams' efforts, working with a team leader at each site. After six months, each team had developed a plan to improve services for handicapped youth in its community. Each planning team subsequently began implementing its plan under the guidance of its team leader, who remained in contact with the facilitator throughout the implementation period.

We carefully monitored the experiences of the planning teams at the three sites in an effort to identify strengths and weaknesses in the planning model. At the conclusion of the six-month planning phase, two representatives from each planning team met with us to share their reactions to the planning process and suggest how the model might be improved. The remaining demonstration site participants filled out questionnaires describing their experience with the planning process and giving their recommendations for its revision.

After this initial evaluation, we began revising the planning model. Exercises that participants had difficulty performing were either discarded or revised and new exercises were designed. Moreover, we added detailed descriptions of the rationales for each exercise and instructions to potential users on how to perform the process. The revision resulted in a detailed planning manual.

Arrangements to pilot test this manual were then made with the director of the Cape Cod Special Education Collaborative in Hyannis, Massachusetts. An interagency planning team was assembled and members were forwarded copies of the manual. They met in Hyannis in December, 1979 for an intensive two-day planning session. At the conclusion of the pilot test, all participants met with the project staff to discuss the manual's useability.

We also sent copies of the manual to two representatives from each of the original three demonstration sites and to several planning experts. The feedback from these reviewers was extremely helpful in finalizing the manual. They suggested that parts of the manual were too complex and detailed to be easily assimilated by some team members. They felt that while the breadth and length of the manual would be appropriate for potential team leaders, team members did not need a manual that included detailed rationales and instructions.

We thus decided to restructure the presentation of material into two versions: a streamlined version for team members and a more detailed version for the team leader. We also decided to print the team member version as a separate document so that members could have their own copies to read and refer to.

This Handbook was accordingly designed to be used by perspective team leaders. It contains both the team member's version and the team leader's version of the planning process (see Chapter Three), as well as other key chapters designed to prepare team leaders to initiate and lead collaborative planning teams.

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Acknowledgments

We would like to thank George Thomas, a specialist in organizational development and planning processes and co-founder of TDR Associates, for his constant contribution to this project from its inception. Dr. Thomas was invaluable to the project staff in helping us to consider alternative conceptual models, analyze group dynamics, and refine the collaborative planning model presented in this Handbook.

We are deeply indebted to the participants at the three demonstration sites and the pilot test site for their tremendous patience and enthusiastic assistance in helping us to develop the planning model. Without their dedicated participation in this project, we would not have been able to develop a realistic and practical model for interagency planning. Although it is not feasible for us to mention all of the demonstration site and pilot site participants, we would like to acknowledge Donald O'Connor (Hartford), Irene Barrett (North Adams), James Iovino (Derry), and Randall Powers (Hyannis) who served as team leaders at the various sites; we would also like to acknowledge the contribution of these site participants who served as reviewers: Mary Van Dette (North Adams), Rene Petrim (Derry), Armand Legault and Norman Davis (Hartford), Marcia Hekking and Stan Kalfan (Hyannis).

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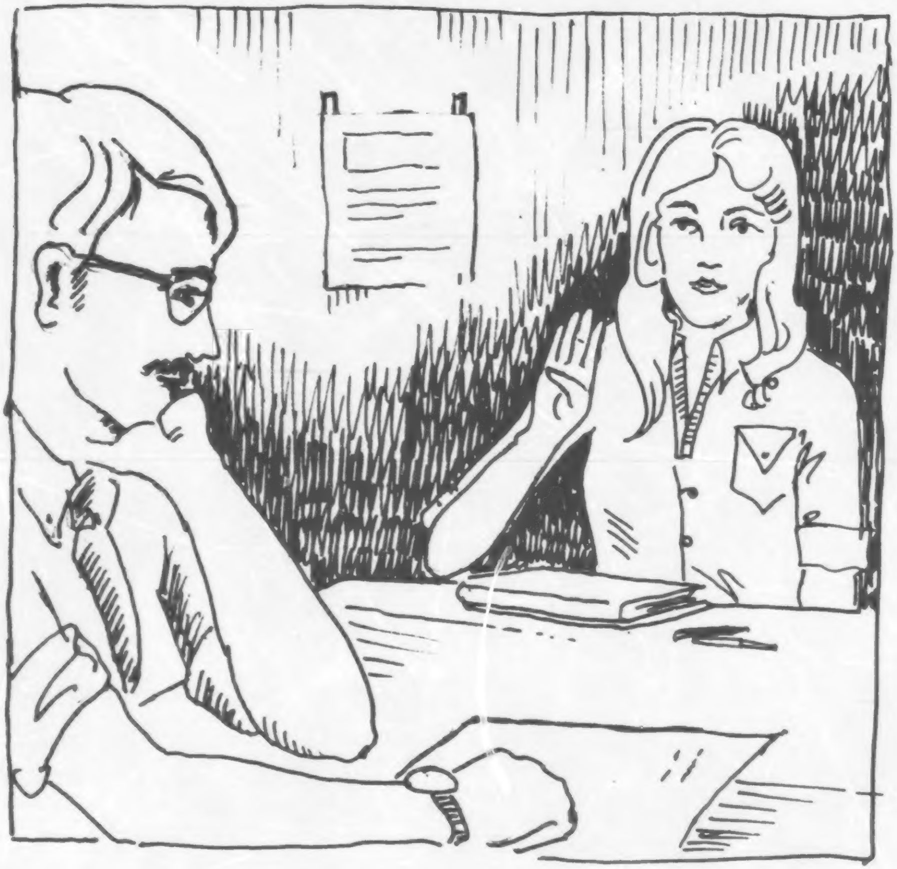
1

Introduction



The Need for Collaboration Among Community Agencies

In these times characterized by limited funds and resources and calls for accountability, the question "How can we maintain present services and develop new services without substantially increasing expenditures?" becomes crucial for any organization. It is a particularly critical question for human service organizations – agencies serving handicapped individuals, minority members, the disadvantaged, the elderly, and other groups with special needs. Collaboration with other organizations may offer a means of improving and/or expanding services without multipying costs.

In any community, there are usually several service providers responsible for addressing the needs of the same clientele. Sometimes these organizations are not aware of each other's programs. Frequently they have not successfully pooled their resources or coordinated their programs to meet the needs of their shared clientele. As a result, the overall service delivery spectrum for their clientele may be characterized by any of the following:

- *Unserved or underserved clientele who fall into the cracks between agency mandates*
- *Inefficient use of resources*
- *Poor or non-existant linkages between related services*
- *Inadequate referral network to help users locate the services they need*
- *Competition among organizations for clientele and/or federal and state dollars.*

These characteristics appear to be symptomatic of the lack of a community-wide approach to meeting the needs of any given client group with multiple needs. All of these instances of inefficient service delivery are costly, both to taxpayers who subsidize these services and to the clientele whom the services are intended to benefit.

Collaboration among community agencies is obviously not the only answer to these problems, but it does offer a viable solution. It is a first step toward the development of a comprehensive and realistic picture of the needs of any underserved client group in the community. By bringing together all key organizations serving a particular clientele, collaboration fosters:

- *The sharing of organizational perspectives on the needs of clients*
- *The sharing of information about services currently offered to clients*
- *The identification of the most crucial unmet needs of clients*
- *The identification of new programs or new linkages between existing programs that would meet these crucial client needs*
- *The identification and sharing of organizational resources which could be pooled to develop needed new programs*
- *The planning and implementation of new programs by key staff persons from organizations holding needed resources*
- *The development of long term collaborative relationships among these organizations to insure continued community-wide efforts to identify needs and develop programs for their common clientele.*

Although these benefits of interagency collaboration are generally recognized at the local, state, and national levels, instances of successful collaborative planning and program development are rare. Such lack of success in collaboration may stem from inadequate knowledge of the conditions under which collaboration is most likely to flourish.

Conditions for Successful Interagency Collaboration

1. Collaboration Should be Voluntary
To be successful, collaboration must be voluntary. Many organizations which decide to collaborate may do so because they are under pressure. Legislative mandates may provide some incentive for collaboration, but unless organizations truly desire to enter into collaborative relationships, they are unlikely to develop more than token efforts. Only when organizations have reached their own internal conclusion that collaboration is to their advantage can sufficient commitment of time and resources be generated to insure success.

2. Collaboration Should be Democratic
Collaboration is by nature a democratic process. It involves a number of organizations as equal partners in the planning and implementation of programs which are mutually selected and developed. No one organization can be dominant, even if it has more resources, status, or political power than other organizations. This is in direct contrast to the most common approach to collaboration in which one organization takes the lead, identifies a particular service to be planned, does most of the planning of that service, and involves other organizations only by asking them to contribute resources.

3. Collaboration Requires a Considerable Time Investment
Few organizations understand that collaboration, if it is to be successful, requires a considerable and continuous investment of time from participants. A genuine effort to develop collaborative relationships among organizations will start by exacting this time commitment.

Because collaboration is by nature an attempt to cross organizational barriers, and to develop a new means and mode of communication, there must be time for participants to gather information about each other's programs and priorities, to develop mutual trust and respect, and to gain support for the collaborative effort from their organizations and from the community at large. Organizations which are not willing to take the time to iron-out differences or who jump into an overly ambitious collaborative attempt are likely to find that their efforts are not successful.

4. To Overcome Interagency Barriers, Collaboration Requires an Interactive Process Facilitated by an Impartial Leader

Any collaborative effort is bound to encounter some struggle with organizational differences and barriers to collaboration. Among the major obstacles are:

- **Organizational Autonomy:** *Organizations used to setting their own priorities and making decisions based on these priorities often find it initially difficult to mesh their perspectives and decision-making power with that of others.*
- **Singular Perspectives:** *Each organization has its own unique perspective about the clientele it serves, its own language (jargon) and its own mandate; it may be difficult at first for organizations to accommodate differing viewpoints.*
- **Differing Mandates and Procedures:** *While it is easy for an organization to see reasons for its own bureaucratic system, it is often not easy to respect the constraints under which other organizations must operate.*
- **Competing/Adversary Relationships:** *Some organizations may compete with each other for clients and funding; some organizations may view themselves as evaluators or watchdogs of the work of other organizations; past interagency frictions may affect current attempts at collaboration.*

In order to overcome these inter-organizational barriers, collaborators must be given the opportunity to get their differences out on the table. The assistance of an impartial facilitator is often necessary to encourage mutual understanding and bridging of perspectives.

5. Collaboration Requires Systematic Planning

Any successful collaborative effort must also include systematic planning. Not only does it take time to build trusting relationships among organizations; it also takes time to develop a realistic and mutually acceptable plan for collaborative action. This can only be done when organizations take clearly defined steps to consider a broad range of options, objectively analyze the relative strengths and weaknesses of these options, and then gradually build consensus for a detailed plan of action that all organizations involved can support. If organizations are to contribute resources to the development of a needed service, they must be able to help shape the planning of that service.

The Model of Collaboration Presented in This Handbook

The model of collaboration which is presented in this Handbook is designed to address and overcome many of the common barriers to interagency collaboration. It is a voluntary, democratic process which requires a solid time commitment from participants. The process is led by an impartial facilitator who can help participants bridge their differences and systematically plan and implement a program which they can all support.

This planning process has been designed to be performed in four weekly half-day sessions. This intensive planning format encourages a time commitment from participants and insures attendance and accountability. Detailed instructions are provided to enable an impartial team leader to conduct the process with a team of eight individuals representing key organizations in the community.

This process has been developed specifically for users who wish to improve career-related opportunities for handicapped high school age youth in their communities. However, since the process is a generic one, it can be easily adapted for use by planning teams interested in improving services for a different clientele.

The improvement of career-related services for handicapped adolescents is a natural theme for a collaborative planning effort. No one organization can be expected to have the resources, expertise, time, or energy to provide the gamut of services necessary to prepare the handicapped individual for the work environment. Resources and expertise are required from four sectors of the community – **public schools, government agencies** (for example, State Vocational Rehabilitation Agency, Department of Mental Health, CETA), **handicapped service organizations** (for example, United Cerebral Palsy Association, Association for Retarded Citizens, parents and consumer groups), and **business and industry.** By using the guidelines presented in this Handbook, these four sectors can collaborate to plan and implement key career-related programs, such as:

- *Career exploration*
- *Employer sensitization*
- *Vocational assessment*
- *Work adjustment*
- *Work experience*
- *Job placement*
- *On-the-job training*
- *Personal and career counseling*
- *Equipment modification*
- *Inservice training.*

How to Use This Handbook

The five chapters in this handbook are presented in the order in which they should be read and studied. Once you have read through the entire handbook, you will have a clearer understanding of how the collaborative planning process works, and whether you can see yourself as a team leader.

Chapter Two, "Getting Started: Assembling and Orienting a Collaborative Planning Team," describes the role of the team leader as initiator of a collaborative planning effort. The chapter provides specific guidelines concerning how to assemble a collaborative planning team, including which organizations and individuals to involve, and how to recruit them. The time frame for, and organization of, the planning process are also described in this chapter, with concrete guidelines for conducting an orientation session with participants, once they have been recruited.

Chapter Three, "The Collaborative Planning Process," is a hands-on manual of instructions which will enable the team to develop a concrete action plan in four half-day planning meetings. In this handbook, the collaborative planning process is presented in two versions on facing pages: one for the team leader, and one for team members. The team leader's guide contains comprehensive instructions for leading the team through the process. The member's guide contains only the most essential information that members need in order to participate in the process.*

Chapter Four, "Team Dynamics," discusses some of the key problems which are likely to emerge as the team performs this planning process. It provides concrete suggestions to the team leader about how to anticipate and overcome negative team dynamics and how to foster and reinforce positive member interactions.

Chapter Five, "Implementation, Evaluation and Future Planning," provides the team leader with instructions for helping the team to implement and evaluate the action plan it has developed. This chapter also presents the team leader with guidelines for future planning efforts, suggesting how the planning process can be used a second or a third time to insure continuous and comprehensive program development.

The Appendix contains information on cross-sector perceptions of collaboration; this information was obtained through a national survey of public secondary schools, handicapped service organizations, government agencies, and business firms. The handbook concludes with a listing of selected resources.

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* *A separate booklet, containing only the member's guide is available in multiple copies at a nominal cost from TERC. (Team members should each have a copy of this separate member's guide before they begin their planning.)*

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Getting Started: Assembling and Orienting a Collaborative Planning Team

Chapter Abstract:

This chapter is designed to provide you with the information you need to form a collaborative planning team in your community. You will find a discussion of the roles and responsibilities of a team leader, an explanation of the preferred membership and size of a team, and step-by-step guidelines for recruiting and orienting team members.

Role of the Team Leader

In this collaborative planning process the team leader has primary responsibility for establishing and orienting an interagency planning team, and for leading team members through the various exercises in the planning process. Some of the qualities and skills necessary for this team leader role are:

- *Commitment to interagency collaboration as a* **necessary** *means for improving services for handicapped youth.*
- *Knowledge of the community and a familiarity with the organizations having resources which could be pooled to serve handicapped youth.*
- *Ability to work with people who have different perspectives, values, and interactive styles.*
- *Thorough understanding of the collaborative planning process presented in this Handbook.*

In addition to the above qualities, the team leader's organizational base, ability to be impartial, and ability to manage the process are particularly significant.

Team Leader's Organizational Base

Based on our experience with interagency planning teams and the results of a national survey, we have found that organizations in many communities expect the public school system to take the leadership role in collaborative efforts geared toward handicapped youth. Since the public school system has the primary legal responsibility for the education of handicapped high school age youth, this expectation is probably a reasonable one. However, if an appropriate team leader does not emerge from the education sector, individuals from other organizations may be appropriate persons to lead this process.

More important than the type of organization where the team leader works is the general reputation of his/her organization. **A team leader from an organization with a history of commitment to the needs of handicapped youth and a reputation of cooperation with other organizations will be likely to win the confidence of potential team members.** On the other hand, if the organization - be it a school system, an employer, a service organization, or a government agency - has a reputation of unresponsiveness to the needs of handicapped youth, it is unlikely that a team leader from such an organization would command the respect and cooperation of other organizations.

Team Leader as Facilitator

The need for objectivity and impartiality in a team leader cannot be overemphasized. The team leader of this process facilitates the participation of other individuals; he or she does not participate directly as a planner. If you are considering the team leader role and still wish your organization's perspectives to be represented on the team, you should try to find someone else within your organization to serve as a team member. Thus, you will free yourself from the conflict that will result if you try to wear two hats: facilitator and participant.

As facilitator of the planning effort, you will need to be a good listener. You will have to draw others out and insure that their perspectives are understood and honored, even if the majority of team members do not agree with them. Moreover, you may experience a number of situations where you personally disagree with the values and perspectives expressed by certain team members. If you were a participant, you would be free to raise your objections; however, as a team leader, you will have to put aside your own preferences. Successful facilitation depends on objectivity and impartiality.

Team Leader as Manager

Our experience with interagency teams has shown that a knowledgeable and dynamic leader is vital to the success of this planning process. Team members have consistently sought the guidance and structure which only a strong leader could give. However systematic, logical, and collaborative this process may be, it is difficult for team members to participate in the work of the team while simultaneously being concerned about the management of the process.

Most team members are willing to concentrate their efforts on the content of the team's work while leaving the management of the process to a capable leader. This is the primary reason that we have designed two guides for this planning process, one for team members and one for the team leader. The version for team members will help them gain a general sense of the process and its component parts. The version for the team leader contains additional rationales and directions for leading each exercise. As team leader, you will have to be thoroughly familiar with the leader's version and the member's version and be prepared to explain nuances of the process to members when necessary.

The role of team leader is a difficult one. We say this not to discourage you, but to help you realistically consider the responsibility you will assume as team leader. If you have serious doubts about carrying out this role, you may wish to contact other people in your organization or in the community who might feel more comfortable with the team leader role.

Team Membership and Size

The ideal size of the planning team is eight members (plus the leader). This allows for two representatives from each of the four sectors of the community which are likely to have distinct perspectives on the needs of handicapped youth and resources to contribute to a collaborative effort to improve services for these youth. These sectors are:

- *Public secondary schools*
- *Handicapped service organizations*
- *Government agencies*
- *Business firms and associations*

Within each of these sectors there are a variety of organizations which could participate in this planning effort. In the education sector, for example, appropriate organizations might include:

- *Public secondary school*
- *Regional vocational-technical school*
- *Special education collaborative*

Handicapped service organizations might include:

- *Association for Retarded Citizens*
- *United Cerebral Palsy Association*
- *Sheltered workshop*
- *Parents' and consumer groups*

In the government sector, key organizations might include:

- *Vocational Rehabilitation Agency*
- *Department of Mental Health*
- *CETA office*
- *Department of Employment Security*

In the business sector, appropriate organizations might include:

- *One or two of the largest employers*
- *Chamber of Commerce*
- *National Alliance of Business*
- *Lions or Rotary Clubs*

The above list of organizations is not comprehensive. It should be used only as a springboard for identifying the organizations within your community which have the most to contribute to a collaborative effort.

We have suggested that you recruit two organizations from each sector in order to insure a balance of perspectives. However, should this not be practical in your community, you may need to recruit one organization from one sector and three from another. Similarly, if it is not possible to recruit eight members, recruiting six or seven committed members certainly creates a viable team. However, we have found that teams with fewer than six members do not have enough diversity to represent the many perspectives of the whole community; and teams with more than ten members tend to be unwieldy for a process that requires as much interaction as this one does.

Guidelines for Assembling a Team

The following guidelines will assist you in recruiting appropriate individuals and organizations to serve on a collaborative planning team. Remember, the more time you take in this initial recruiting effort, the more likely you are to put together the most representative and committed team. A month of deliberate recruiting is far preferable to a week of frantic and superficial recruiting. Involving the right organizations and the right individuals on the team is crucial to the success of this process. So take your time.

Selecting the Organizations to be Represented

Identify the one organization from each of the four sectors having the most resources to contribute to programming for handicapped youth and/or providing the most services to this group. Identify the key decision-makers from these organizations. When you contact them to seek their involvement on the team, ask these four individuals to recommend other organizations in their sectors which should be represented on the team.

When researching which organizations should be represented, try to find out about any previous collaborative efforts in your community, especially those which attempted to develop services for handicapped youth. What organizations participated? Who were the leaders in this effort? How successful was the collaborative effort? Remember, negative experiences with collaboration tend to be long-lived and to discourage future collaboration. If there have been abortive collaborative attempts in your community, you may need to "convince" organizational representatives that this new effort will be different; (some key points you may want to raise with prospective members are described below in the section on What to Emphasize When Recruiting Team Members).

Identifying the Right Organizational Represenţives

The important considerations in recruiting members from key organizations are decision-making power within the organization, ability to commit resources of the organization, and commitment to the collaborative planning effort. Ideally, each team member should be the primary decision-maker within his/

her organization. In most cases, however, committed primary decision-makers and program staff who have the full support of their superiors can collaborate successfully.

The special education director or pupil personnel services director would be an appropriate team member to represent the public school district. If directors of handicapped service organizations and handicapped-related government agencies (e.g., Vocational Rehabilitation Agency) cannot be recruited to serve on the team, caseworkers from these agencies can make excellent team members when they are given the authority to commit the approval and resources of their organizations. In the case of business firms, a personnel director, affirmative action officer, or manager of social responsibility would be an appropriate individual to recruit.

Keep in mind that the ideal team will include both men and women, a range of age groups, as well as representation of minority groups when these represent a significant population in the community. However, even more significant is the direct representation of handicapped youth concerns. Parents' group members, handicapped employees, and client advocates will often embody this kind of perspective. **Although this planning process depends on the participation of key decision-makers, a team made up exclusively of administrators who have no direct contact with handicapped youth is likely to lack a certain realism and sensitivity regarding the needs of the population for which it is planning.**

Avoid recruiting the following types of people who will make collaboration difficult, if not impossible:

- *Staff who, though committed, are not primary decision-makers and do not have the full support and attention of their superiors.*
- *High-powered decision-makers who are too busy to attend meetings or to give their full attention to the work at hand.*

What to Emphasize When Recruiting Team Members

When you meet with prospective team members, it will be helpful to emphasize their commitment to improving career-related services for handicapped youth and to tell them briefly about: (1) the advantages of collaboration; (2) the advantages of this collaborative planning process; and (3) the commitment required of team members.

1. **Advantages of collaboration.** One essential premise of collaboration is that each participating organization has something to give to, and something to gain from, collaborating with other organizations. As you try to recruit members for your team, be sure to mention the possible resource gains to potential participants and their organizations, since these can provide an incentive for them to join the team. Some of the resources which each sector might contribute to a collaborative effort are displayed on page 12.

Other advantages of collaboration include: offering students a wider range of experiences; expanding, improving, and better coordinating services; gaining access to more funding sources; and eliminating duplication of services. Particular benefits accruing to individual sectors are displayed on page 12.

2. **Advantages of this collaborative planning process.** In recruiting prospective team members, you may want to stress the elements of this process that are unique and will enhance the prospects of successful collaboration:

- *A systematic planning process, designed specifically to overcome the turf barriers common in interagency planning*
- *Key organizations from the community are involved and are represented largely by decision-makers*
- *Open-ended planning that allows for common priorities to emerge*
- *An impartial team leader who works to insure that the values and perspectives of all individuals and organizations are heard and respected*
- *Realistic planning, focusing on the pooling of available resources held by participating organizations*
- *A committed team that will implement the plan that it develops*
- *Voluntary collaboration instead of collaboration by mandate*

3. **Commitment required from team members.** All prospective team members should understand the time commitment they will be making if they decide to join the team. **To perform this planning process, team members will be expected to commit their time for one morning meeting per week for five weeks.** In addition to attending team meetings, members may also be asked to elicit support for the team's efforts from the organizations they represent and other organizations in the community. (This support could take many forms: approval of and encouragement for the team's work; staff time to help with tasks; the donation of needed equipment, etc.). **It is essential that the individual recruited be able to attend all meetings** and carry out related tasks: substitute or rotating representation from an organization greatly disrupts the continuity of this collaborative planning process.

After the planning phase is completed, team members should expect to commit the time needed to implement the plan they have developed. This implementation effort will include some regular (though probably less frequent) team meetings, as well as additional time for carrying out specific tasks either individ-

Resources Each Sector Could Contribute to Collaboration

- **Education:**
  - program development expertise
  - curriculum materials
  - staff
  - site/space/facilities
- **Handicapped Service Organizations:**
  - information on the nature of disabilities
  - counseling for handicapped students
  - modified equipment and special aids
  - transportation
  - knowledge of services to enhance career development
- **Government Agencies:**
  - funds
  - job placement
  - vocational counseling
  - information on the relationships of handicaps to job requirements
- **Business:**
  - work experience sites and supervision
  - information on job requirements and job market
  - job hiring
  - on-the-job training

Benefits of Collaboration for Each Sector

- **Education:**
  - access to a wider range of expertise, information, and contacts when serving handicapped students
  - development of cost-efficient services
  - reputation for responsiveness to community needs
- **Handicapped Service Organizations:**
  - greater community visibility and impact
  - greater community awareness of the needs/capacities of handicapped persons
  - opportunity to promote individualized approach to education services for clients
  - address whole life needs of handicapped students
- **Government Agencies:**
  - reach a larger and wider range of handicapped clients
  - access to more job placements for handicapped individuals
  - greater community understanding of mandates of agency and of services available
- **Business:**
  - obtain more and better workers
  - access to referrals and support systems for handicapped employees
  - compliance with Section 504 of the Rehabilitation Act of 1973
  - improve community image

ually or in small groups. The amount of time necessary to implement the plan the team develops depends on the scope of the plan. Whatever the time commitment involved, team members should be prepared to follow through on the plan they develop.

Scheduling the Orientation Meeting

Once you have recruited eight committed planning team members, consult the members to find a block of time (at least three hours) which is most convenient for team members to attend an orientation session. Also ask team members to suggest possible places where the team can meet on a regular basis. (A large well-lighted and well-ventilated room with a large table should be chosen.)* You should then draw up an agenda (see section below) for the orientation session stating the time and place of the meeting and send this, along with a copy of the member's planning guide (separate booklet available from TERC or reproduced from this handbook), to all team members. Indicate to team members that they should read the member's planning guide prior to the meeting and come prepared to ask any questions they may have about the planning process.

Guidelines for Orienting the Planning Team

The rest of this chapter suggests an approach to orienting the planning team to the work that lies ahead of it. As team leader, you should follow these guidelines in conducting the first team meeting, which is designed to orient team members to this planning process. This initial orientation session should take about two to three hours.

It will be helpful to start the orientation session by listing some suggested agenda topics on newsprint. In presenting the agenda, point out that there will be time for questions and answers throughout the meeting. The following is a sample agenda:

- *Introductions*
- *Why are we all here?*
- *Personal/Organization descriptions*
  Personal and organizational interest in career-related opportunities for disabled youth; services currently provided to handicapped youth by each member organization.
- *Orientation to the Planning Guide*
- *Contracting for time and commitment*
- *Open discussion of career-related needs of handicapped youth, needed services, and linkages*
- *Preparing for next (first planning) meeting*

Introductions

Introductions of members should be relaxed, friendly, and concise. You should note the members name, organization and title, and a few seconds of biography ("John has been involved for a long time in helping kids find on-the-job training at his company").

Why We Are Here

Refresh everyone's memory about the purpose of this effort, namely to improve career-related services for handicapped youth in the community.

Highlight the fact that the problems involved in improving services for handicapped youth require collaboratively-developed solutions, since no one organization or sector in the community holds all the resources or expertise - or has the sole mandate - to deal with the problems alone.

Personal/Organizational Descriptions

Ask members to take about two minutes to briefly describe themselves, their organizations, and their personal and organizational interests in collaboration. Also, suggest that members share with the team information about the types of services their organizations are currently providing to handicapped youth. It would be useful if you note key information members share on newsprint. This will allow members to reflect on each other's concerns and provide the first demonstration of newsprint recordkeeping as a vehicle for acknowledging the input of each member.

Once all members have completed their personal/organizational descriptions use the newsprint record to briefly summarize their comments, pointing out common interests where possible.

Orientation to the Planning Guide

Discussing the planning guide and the process it presents should take about 20-30 minutes. While you will have asked members to read their guides before coming to this meeting, don't be surprised if only a few have. Try to give members a clear overall sense of the guide without going into more detail than members can absorb. Since members will receive an orientation to each stage of the process before they perform it, a general understanding of the process is all that is required here.

You can begin orienting team members by demonstrating the organization of the planning guide into three major stages. By asking members to turn to the appropriate pages in their guides, show how in the first stage the team will consider a variety of needed programs and then **decide to focus on one program**; how in the second stage the team will **select one strategy to initiate that program**; and how in the third stage the team will **choose the major tasks involved in implementing that strategy.** Emphasize to team members that the planning process allows each member to help shape these three major decisions and encourages a sense of joint responsibility for them. Then ask team members to take a look at the sample action plan on page 29 of their planning guides, and point out that they will develop a similar plan when they complete this planning process.

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* *If it is possible, you should schedule the time and place for all team meetings prior to the orientation session. However, if this is not possible, scheduling of the remaining four meetings can be done during the orientation session.*

Next, ask team members to turn to the table of contents in their planning guides. Point out that this planning process uses a number of techniques with which they may not be familiar. These techniques - brainstorm, clarify, adopt criteria, advocate, identify advantages and disadvantages, poll, and negotiate consensus - are used several times throughout the planning process. Although the techniques may sound complicated, they are really straightforward and easy to use. Once members use them the first time and get used to how they work, they should have little trouble using them a second or third time.

These techniques have two primary purposes: to insure that the team plans systematically and to guarantee that all team members have equal input into the team's decision-making. Systematic planning is necessary if the team is to develop a plan which will best utilize the team's resources and have the maximum impact in meeting the needs of handicapped youth. However, team members are unlikely to agree at the outset on the best planning direction for the team. It is therefore essential that all team members have ample opportunities to raise their concerns and to develop linkages with the concerns of other members. By providing such opportunities, the planning process insures that team members will eventually reach consensus on a planning direction that they are all willing to support.

Systematic planning and decision-making by consensus are bound to elicit some resistance from team members who are used to crisis-oriented planning and/or hierarchical decision-making. As a result, it may be helpful to emphasize to members that they are likely to find this planning exercise somewhat different from any other they have encountered. Point out that the process may move somewhat slowly at first until members get used to the techniques that are used. However, after completing the first stage, the pace should pick up and members should begin to feel confidence both in the process and in one another. Ask members to keep an open mind, and assure them that you will do everything that you can to make sure that they understand and are comfortable with each exercise in the planning process. Remind member's that you have a more detailed "leader's guide" which is designed to help you to clarify, explain, and facilitate the work of the team.

At this point, you may want to remind team members that they will be planning only one program and one strategy during their first planning effort. This intentional limitation on the scope of the team's initial planning is important, since collaboration, especially in its early stages, must maintain a clear and cohesive focus. By attempting to plan more than one program or strategy simultaneously, the team is likely to divide its focus, its membership, and its resource pool. Point out to team members that they will have plenty of time to plan additional strategies or programs once they have developed and implemented their first action plan.

Finally, you should make team members aware that you will serve as a facilitator, rather than a participant in the planning effort. As such, you will be devoting your attention to helping members understand each other's perspectives and concerns. Emphasize that it is your role and responsibility as team leader to remain impartial. When members disagree about an issue, you will not take sides. Instead, you will try to support and clarify each member's concerns, and to point out commonalities among these concerns whenever you perceive them.

Having presented this general description of the planning process, ask members if they have any questions. Try to be ready for them.

Before you begin recruiting team members, you should carefully read the entire Handbook. Then, before orientation, you should study the team member's guide and the leader's guide, paying particular attention to the overview of the planning process and the introduction to each stage of the process. In fact, it is clearly to your advantage to study carefully all five chapters of the Handbook before you attempt to orient the team to the planning process.

Contracting for Time and Commitment

Point out that the team will complete the three stages of the planning process over the course of the next four meetings. The work to be accomplished during each planning meeting is shown in the box below.

Planning Process Work Schedule

First Meeting:	*Orientation (2-3 hours)*
Second Meeting:	*Complete Stage One (5 hours)*
Third Meeting:	*Perform all of Stage Two except the last exercise (5 hours)*
Fourth Meeting:	*Complete the last exercise of Stage Two and perform all of Stage Three except the last exercise (5 hours)*
Fifth Meeting:	*Complete the last exercise of Stage Three (1-2 hours)*

You may want to copy this work schedule on newsprint so that you can refer to it both during orientation and as necessary in subsequent team meetings. Check to make sure that all members understand the time commitment they will be making.

After reviewing the planning work schedule, you will need to help the team decide on a regular meeting time and place (unless this was already done when you recruited members). **Based upon experience, we suggest that team meetings be held at weekly intervals; the entire planning process can then be completed in a five week period. Weekly meetings encourage continuity in the planning, decrease the possibility of attendance problems, and promote effective and efficient work from team members.** Our experience with other planning timetables (bi-weekly, monthly and weekend marathon sessions) suggest that these structures do not encourage the best work flow possible for this particular planning process.

One further suggestion concerning the scheduling of planning meetings, particularly the longer 5 hour sessions: we have found that morning meetings (8:00 A.M.-1:00 P.M.) are preferable to afternoon meetings, since members seem to be more energetic in the morning. (Morning meetings can begin with coffee and donuts and end with a leisurely lunch, which will allow team members time to get to know each other more informally. Five to ten minute breaks are also recommended during each morning meeting, preferably after the team completes each step of the stage they are performing.)

Should anyone question the issue of regular attendance, point out that there are only four more meetings, at each of which the team will make a critical decision by consensus. Any absenteeism not only robs the team of the absent member's insight, but also of the member's ownership of and responsibility for the decisions reached. Moreover, absent members will begin to feel left behind and alienated from the team when critical issues are discussed and decisions reached in their absence. In short, regular attendance is crucial to the success of the entire team effort.

One further technique to reinforce team members' sense of common commitment is the signing of a member agreement such as the one suggested below.

We the undersigned agree to work together to improve career-related services for disabled youth in our community. We agree to attend and actively participate in each of the regularly scheduled planning meetings, and then to make ourselves and our resources available as required by the team to implement our plan for improving services.

Name	**Organization**	**Title**

If members are willing to sign such an agreement, a typed copy of the above document can be passed around the room for them to sign.

Open Discussion

Team members can now turn to a general discussion of the needs of handicapped youth in their community. To initiate this discussion, review with the team the newsprint listing of services currently provided by team member organizations (see section on Personal/Organizational Descriptions, page 13) and ask members if linkages are needed among these services and/or if new services need to be created. As team members discuss these issues, try to capture their key points on newsprint: this listing will serve as an excellent springboard for brainstorming when the team begins planning. This open-ended discussion is important in that it may help team members to get some of their pressing concerns out on the table, before they enter a more structured planning format. The discussion will also help members develop a more comprehensive picture of needs of handicapped youth, a picture that will facilitate realistic and informed planning.

Preparing for the Next Team Meeting

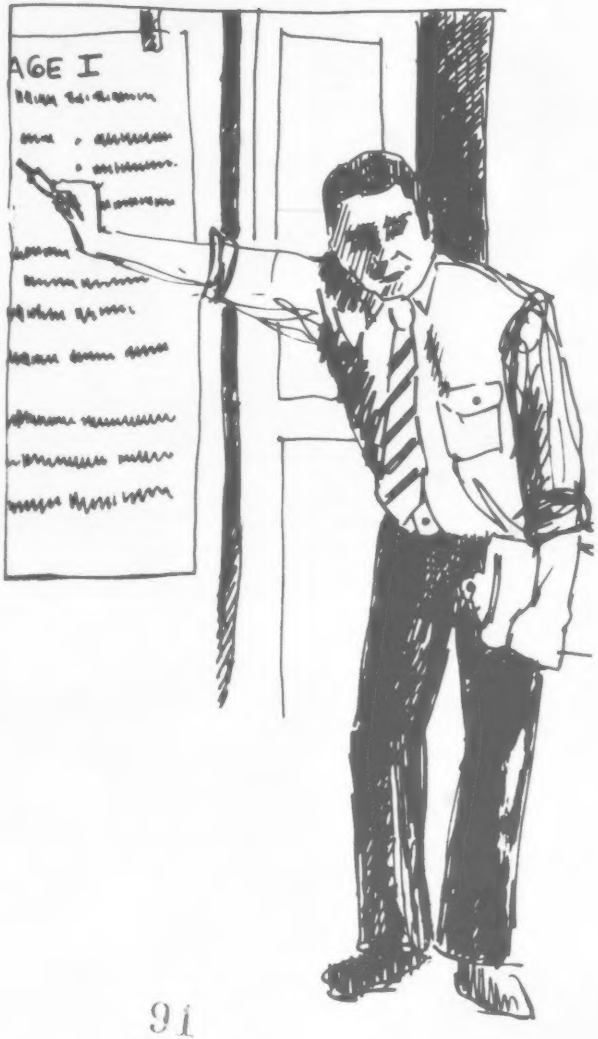
When the discussion is completed, or five minutes before the agreed-upon end of this meeting, you will need to wrap up the day's work and give members their assignments for the next team meeting.

Briefly point out that the group has already begun to work effectively together. The team's mission is clear, and members have a better sense of each other's personal and organizational interests. The planning guide is something less of an imposing mystery. Everyone has made a common commitment to getting the team's work done in accordance with certain time requirements. And the team has a clearer sense of what career-related services presently exist. That is a lot of work for a first team meeting.

Before adjourning, remind team members of the date, time and place of their next meeting and ask them to read through all of Stage One in their planning guides, particularly the Introduction. This will make use of the guide more efficient at the next meeting.

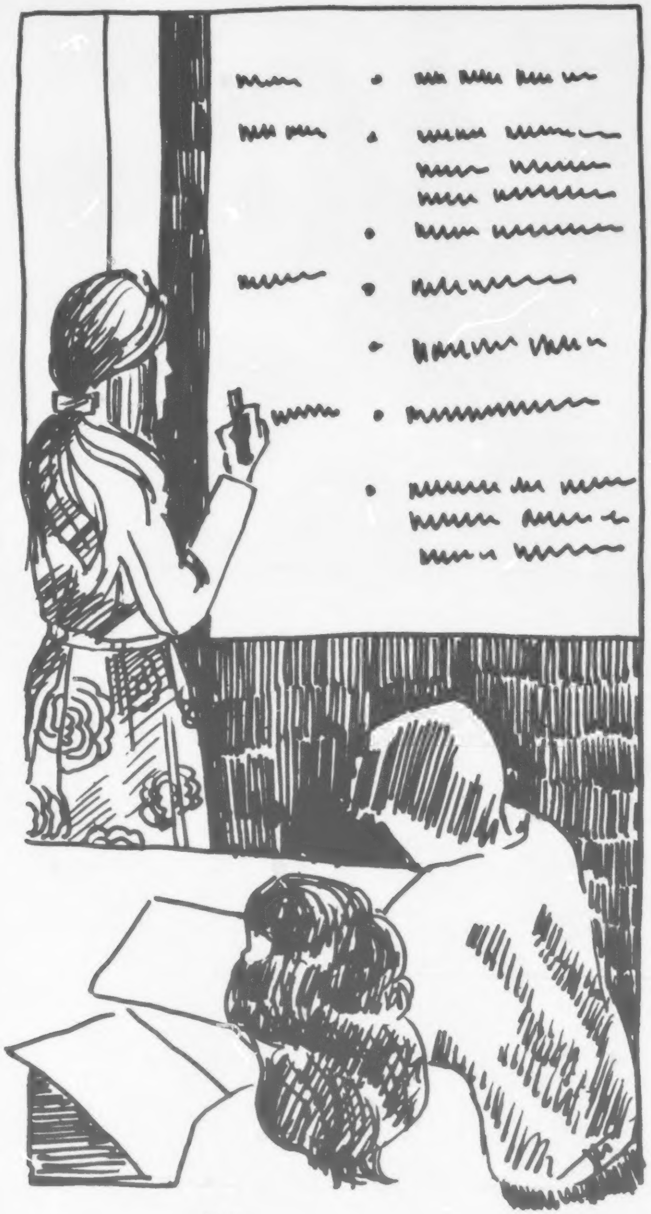
3

The Collaborative Planning Process



Chapter Abstract:

This chapter contains a step by step process designed to help a collaborative planning team develop a plan to improve services for handicapped youth in its community. The chapter includes both the team member's version of the process, and the team leader's version of the planning process.



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How to Use This Planning Guide

Team Leader's Guide vs. Team Member's Guide

The Team Leader's Planning Guide has been designed to help you lead your team through the various stages, steps, and exercises of this systematic planning process. Two separate guides - one for team leader and one for team members - have been provided for the team. The Member's Guide contains a basic outline of the process; your guide is an annotated version of the Member's Guide and contains additional rationales, explanations, and procedures for effective group leadership. Our experience has shown that most team members are more willing to participate in this process when they have some basic information in print and can rely on their team leader for additional directions, explanations, an overall perspective, and an even-handed management of difficulties when they arise.

Stages, Steps, and Exercises

This planning process consists of three **stages,** each of which is divided into **steps.** Each step is in turn divided into **exercises.** Team members should be able to perform this planning process in three days (4-5 hours per day). Each day should be devoted to performing one stage of the process. The time required to perform each step and exercise within a stage will vary according to the work involved and the particular working style of the team (a suggested timetable appears in your introduction to each stage).

Beginning a Stage

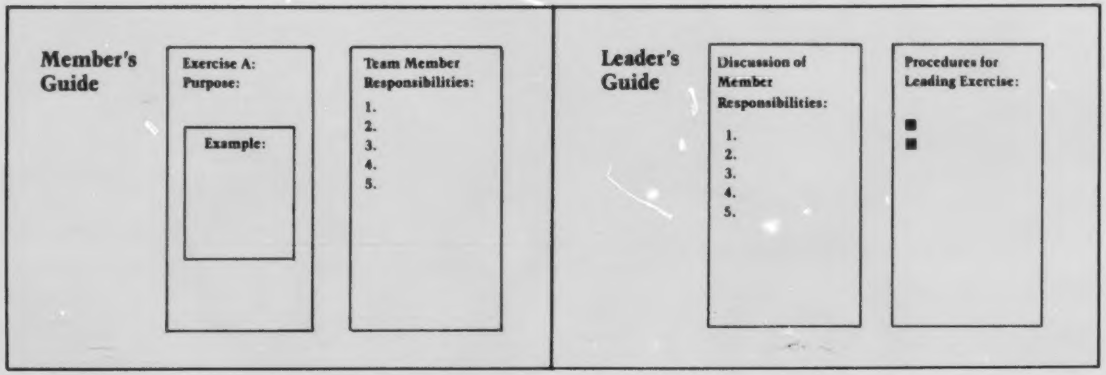
In their planning guide, team members are given a one-page introduction to each stage of the process. A copy of each introduction is included in your guide, along with specific suggestions to you on the use of the introduction to orient team members to the particular stage they are about to perform. As you begin each stage, ask team members to review the introduction. You can then answer any questions they may have about the work in the stage they are about to carry out.

Beginning a Step

Once team members are oriented to the stage in question, they will be ready to begin the work for the day. Ask them to turn to the first step in the stage and review the brief statement of purpose for that step. Make sure that they understand this purpose, and point out to the team the number of exercises they must perform to complete the work for that step.

Exercise Format

Since most of your work as team leader will consist of leading the team through the various exercises in this planning process, it is important that you understand the exercise format. If you turn to the first exercise in your guide, you will see that it is laid out in the following manner:


Member's Guide
Exercise A:
Purpose:
Example:
Team Member Responsibilities:
1.
2.
3.
4.
5.
Leader's Guide
Discussion of Member Responsibilities:
1.
2.
3.
4.
5.
Procedures for Leading Exercise:
■
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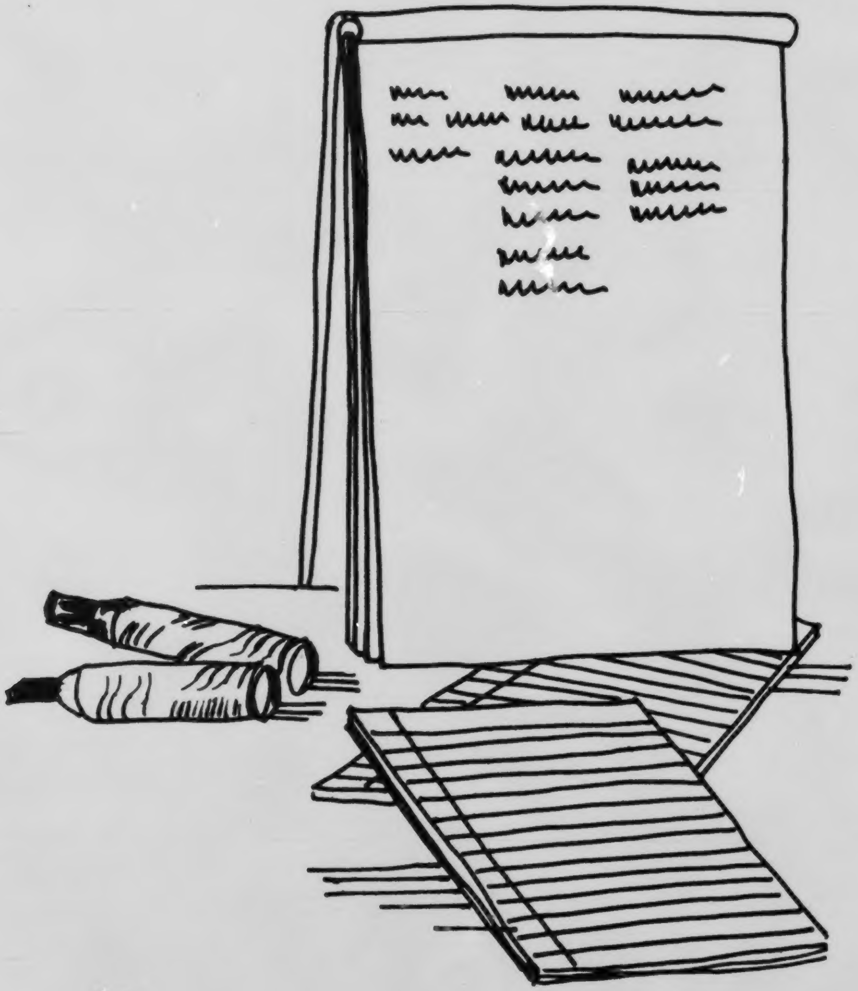


On the left-hand page, you will find a replica of the team member's guide for the exercise; on the right-hand page, you will find the team leader's guide, which will assist you in leading the exercise. The team member's guide for each exercise consists of three components: a purpose statement, an example, and a list of team member responsibilities. Your guide for each exercise consists of a discussion of team member responsibilities and a list of procedures for conducting the exercise.

Leading an Exercise

Before leading any exercise, you should thoroughly review both the team member's guide (left-hand page) and the team leader's guide (right-hand page) for that exercise. You can then use the following procedure to begin the exercise.

1. Review with team members the purpose statement for the exercise, and make sure they all understand it.

2. Ask team members to study the example for the exercise, pointing out its relevance to the work they will perform in the exercise.

3. Ask the team members to review the Team Member Responsibilities for the exercise. Referring to the Discussion of Member Responsibilities (right-hand page) will help you to further understand those responsibilities and to answer any questions team members may have.

4. Follow the Procedures for Leading Exercise (right-hand page) as you conduct the exercise.

Materials You Will Need

The primary materials needed to conduct the planning process are **large newsprint pads and plenty of magic markers.** As team leader, you will be recording most of the team's work on newsprint and will need to have plenty of wall space available for posting newsprint records of the team's work. You should save the newsprint work resulting from each exercise and label it clearly so that you can find it when you need it in later exercises.

Prior to each meeting you should draft any **newsprint visual aids** which may assist the team in performing the stage for the day. Often it's necessary to have key definitions, criteria, or newsprint formats posted in advance.

You should also make sure that there are **pads and pencils** available to team members, since you will be encouraging them to jot down their thoughts.

If team members agree, you may want to tape the planning meetings so that you have an accurate record of any work that is accomplished. **Tapes and a tape recorder** would then be needed.

Overview of Planning Process

Overview of Planning Process

This collaborative planning guide is designed to help you work effectively with others to improve career-related opportunities for handicapped youth in your community. The guide enables you to develop a viable plan that all members on your team can support and carry out.

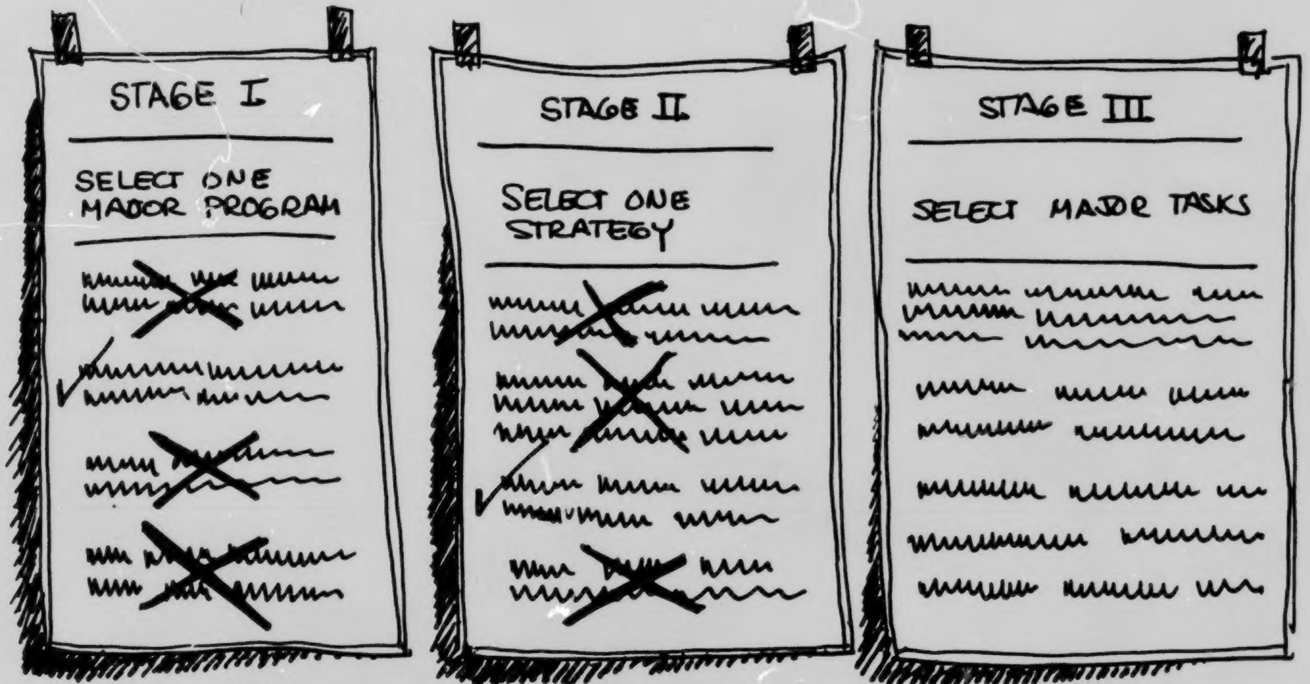
This guide is divided into three "stages." Each stage will help you to define more concretely what you and your fellow planners will do to actualize your plan for improving career-related opportunities for handicapped youth.

In **Stage One,** you will select **one major "program"** upon which to focus your team efforts. For instance, your team may choose to develop a work adjustment program for handicapped high school students. The program selected in Stage One will be the only program that your team focuses upon in Stages Two and Three. (However, the selection of one program does not preclude the development of other program options at some future date.)

In **Stage Two,** you will select **one "strategy"** or major approach to carrying out your chosen program. For instance, as an initial strategy for addressing your chosen program, your team may decide to develop workshops for teachers and counselors about work adjustment skills. This will be the one strategy that you work on in Stage Three.

In **Stage Three,** you will select the **major "tasks"** that your team will carry out in order to implement the strategy you chose in Stage Two. For instance, you may decide that you need to plan the specific content and structure of the workshops, recruit employers to help conduct the workshops, recruit workshop participants, and so on. You will also decide who will perform these tasks, which resources will be used, and when the tasks will be completed.

Thus, by the end of Stage Three, your team will have developed, and committed itself to implementing, a very specific action plan. This plan will enable your team to take its first step toward improving career-related opportunities for handicapped youth in your community.



Overview of Planning Process

Three Stages: Program, Strategy, and Tasks

The planning process you are about to lead contains three stages. As the team progresses through each stage, it gradually narrows its focus so that a feasible action plan can be drawn up. Team members will decide to plan **one program,** select **one strategy** for initiating that program, and then identify **several major tasks** which they need to perform in order to carry out their chosen strategy. You will have already reviewed with team members these three stages during your orientation session. However, to insure that members understand the flow of the planning process, you should briefly review the three stages before beginning Stage One.

The following two methods can be used to orient team members to the planning process they are about to begin:

1. Ask team members to read the "Overview of the Planning Process" on page 4 of their guide, and answer any questions they may have.

2. Walk members through the planning guide. Ask them to turn first to page 6 of their planning guide (Leader's Guide, page 30), where they will see an example list of 10 **programs.** Emphasize to team members that they, too, will develop a list of programs in Stage One, and then choose one of these programs to focus on.

Then ask team members to turn to page 14 (Leader's Guide, page 48), where they will see an example list of 7 **strategies** for carrying out a work adjustment program. Point out that team members will develop such a list of strategies for carrying out one of their programs.

Finally, ask team members to turn to page 25 (Leader's Guide, page 72), where they will see an example list of 7 **major tasks** for initiating one strategy. Remind them that they will identify a similar list of major tasks for initiating the strategy that they select.

Emphasize to team members that once they have chosen a program, a strategy, and several major tasks, they will have the basic components of an action plan.

The Question of Limits: Why One Program And One Strategy?

Team members are likely to question the rationale for selecting only one program and only one strategy. This is a safeguard we have built into the planning process to prevent planning teams from attempting to plan overly ambitious programs that they might have trouble implementing. Since the kind of interagency collaboration involved here rarely takes place within communities, it must be nurtured slowly, beginning with a modest level of planning that is likely to succeed, so that a solid foundation can be laid for future, more ambitious planning efforts. The successful implementation of a single strategy is the minimum amount of work that must be achieved by a planning team if it is to have a discernible impact on its community. Ideally, planning teams will implement their first strategy, and then plan additional strategies which they have identified here. The implementation of sequential strategies will enable the team to develop a full-scale program. Once this has been accomplished, the team can begin to think about planning another program effort.

Team members are asked to suggest a list of various programs and strategies so that they can eventually choose the one program and the one strategy that will: have the most impact; best utilize the resources held by member organizations; and address the key concerns of all team members. **Only by identifying, analyzing and discussing a variety of options can this level of consensus be achieved by an interagency planning team.** As team leader, you may have to emphasize this point periodically as your team moves through this planning process.

Stage One

Moving from a General Theme to a Specific Program Focus

Introduction to Stage One

In Stage One you will select one program upon which to focus your present planning effort. The planning work in this stage is divided into three steps.

In Step A, your team will identify about 8-12 programs which generally address the need to improve career-related opportunities for handicapped youth in your community.

In Step B, each team member will be asked to identify one of the 8-12 possible programs which she or he feels the team should plan. This will result in a list of about 4-6 preferred programs. Only these preferred programs will be considered for possible development by the team.

In Step C, the team will select one program from the list of 4-6 preferred programs. In order to make this decision, team members will consider the advantages and disadvantages of each of the preferred programs, and then negotiate consensus for the one program they would like to plan first.

The program your team chooses in this stage becomes the focus for the planning work in Stages Two and Three. Other preferred programs identified during this stage can be considered by the team as priorities for future planning efforts.

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Introduction to Stage One

When you begin the first stage of this planning process, team members will have agreed to a common theme for their planning: to improve the career-related opportunities for handicapped high school age youth. In Stage One, your team will narrow this theme down to a specific program focus.

The planning process in this stage has two broad functions: (1) generating a variety of program options and (2) narrowing these options down to the one option that team members think is the best one to pursue at this time. The suggestion of many program options occurs in Step A. The selection process takes place in Steps B and C. Emphasize to team members that initially considering all the options available to them, and then gradually narrowing these options, will enable them to eventually agree on the one program focus that they all can support and which makes the best use of their resources as a team.

To orient team members to Stage One, use one or both of the following procedures. Then ask team members if they are ready to begin the first exercise of Stage One.

1. Ask team members to read the "Introduction to Stage One" on page 5 of their planning guide, and answer any questions that they may have.
2. Walk team members through Stage One. Ask them to turn to the following examples:

- Step A, Exercise I, (Member's Guide, page 6; Leader's Guide, page 30). Lists 8-12 program suggestions.
- Step B, Exercise I, (Member's Guide, page 8; Leader's Guide, page 34). Suggests criteria to be used in selecting 4-6 preferred programs.
- Step C, Exercise I, (Member's Guide, page 10; Leader's Guide, page 38). Demonstrates analysis of advantages and disadvantages of preferred programs.
- Step C, Exercise III, (Member's Guide, page 12; Leader's Guide, page 42). Illustrates negotiation of consensus for one program and indicates that any program may require modification if it is to command the support of all team members.

The following box contains a suggested timetable for your team's work in this stage. Feel free to alter this timetable to meet the needs of your team.

First Planning Meeting

Approximate Time Schedule for Performing Stage One

Orientation to stage with questions and answers			*20 minutes*
Step A:	*Exercise I*	*Brainstorm*	*30*
	Exercise II	*Clarify*	*30*
Coffee Break			*15*
Step B:	*Exercise I*	*Criteria*	*25*
	Exercise II	*Advocate*	*25*
Coffee Break			*10*
Step C:	*Exercise I*	*Advantages and Disadvantages*	*45*
	Exercise II	*Polling*	*15*
	Exercise III	*Consensus*	*60*
Review day's decisions and work for next meeting			*5*

Step A:

Identify a Range of Programs

By the end of this step your team will have identified and clarified approximately 8-12 programs for further consideration. This list of programs should reflect the variety of perspectives and concerns held by team members and the organizations they represent.

Exercise I: Brainstorm a Range of Programs

Purpose: To develop a wide-ranging list of programs which would improve the career-related opportunities for handicapped youth in your community.

Example: The box below contains a sample list of such programs.

Brainstormed List of Programs

1. *A sensitization program for area employers*
2. *A program to identify on-the-job training opportunities for handicapped youth*
3. *A career exposure program for handicapped students*
4. *A work adjustment program for handicapped students*
5. *A more effective vocational assessment program for handicapped students*
6. *A training program for teachers and counselors that provides information about handicapped persons*
7. *A job-relevant vocational training program for handicapped students*
8. *A motivational program, exposing our students to handicapped adults with successful careers*
9. *An on-the-job training program for handicapped young adults*
10. *A program emphasizing living and coping skills for handicapped students*

Team Member Responsibilities

1. Suggest, without regard to their relative importance or feasibility, all career-related programs for disabled youth that you and your organization would like the team to develop. Don't critique members' program suggestions during this exercise. The objective now is to hear everyone's program concerns.

2. Try to make your suggestions specific in terms of type of program and audience.

3. Suggest only one program at a time.

4. Use roundtable brainstorming until each member has suggested one program, then shift to spontaneous brainstorming until members are satisfied that the list of programs is complete.

5. Jot down on paper any program ideas that come to mind when you do not have the floor, so that you can present them when it is again your turn.

Step A, Exercise I:

Brainstorm a Range of Programs

Discussion of Member Responsibilities

1. Brainstorming is an open-ended idea-generating process that will elicit a wide range of program suggestions from all team members. Try to establish an atmosphere in which all program suggestions are heard without judgment or analysis. Program suggestions may be idealistic or pragmatic, immediate or long-range, or large or small in scale. The only limit on program suggestions is that they must somehow address the need to improve career-related services for disabled high school age youth. Remind the team that there will be an opportunity to analyze and further discuss the program suggestions in future exercises.

2. Try to help members state explicitly the actual program or service they are suggesting, as well as the audience for that program. When helping team members articulate their suggestions, be careful not to distort the meaning intended by the author. After writing each statement on newsprint, check to make sure the author's meaning is captured in the newsprint statement.

3. Asking members to suggest only one program at a time helps ensure that no one member or group of members dominates the roundtable or spontaneous brainstorming.

4. Roundtable brainstorming means recognizing members consecutively in the order in which they are sitting in the room; it ensures that each member has at least one undisputed opportunity to suggest a program. Members who are unable to suggest a program may pass their turns but should be encouraged to suggest at least one program before brainstorming is completed. After each team member has suggested one program, the roundtable procedure can be suspended, and brainstorming can continue spontaneously.

5. Brainstorming works most effectively when members' ideas trigger new ideas. However, during the structured roundtable portion of this exercise, participants will not be able to speak out of turn. To ensure that ideas are not lost, encourage team members to write them down and present them when it is next their turn.

Procedures for Leading Exercise

- **Start roundtable brainstorming by asking each member to suggest one program that would improve career-related opportunities for handicapped high school age youth in your community.**
- **List each program on newsprint, checking to make sure that you have captured the author's meaning.**
- **After each member has suggested one program, invite members to suggest additional programs as they think of them. Write each program suggestion on newsprint.**
- **Continue the exercise until the team members agree that the list of programs covers the spectrum of the needs of handicapped youth in the community. When the number of programs is somewhere between 8 and 12 and there is a pause in the brainstorming, ask team members if they are satisfied with the list. If so, conclude the exercise. (A list of about 10 programs should capture the diversity of team member concerns and still be manageable.)**

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Step A:

Identify a Range of Programs

Exercise II: Clarify Brainstormed Programs

Purpose: To insure that all team members understand the brainstormed programs, to modify wording if desirable, and to give members an opportunity to add any significant new program ideas that come to mind.

Example: The box below contains the sample list of brainstormed programs after they have been clarified.

Clarified List of Programs

(In comparing this list with the initial list of brainstormed programs, six of the original ten statements - #1, #4, #6, #8, #9, and #10 - have been modified. The modifications are in bold type.)

1. *A sensitization program* **to encourage employers to hire handicapped persons**
2. *A program to identify on-the-job training opportunities for handicapped youth*
3. *A career exposure program for handicapped students*
4. *A work adjustment* **(e.g., punctuality, social skills, dependability)** *program for handicapped students*
5. *A more effective vocational assessment program for handicapped students*
6. *A training program for teachers and counselors which provides information about* **job modifications for students with various disabilities**
7. *A job-relevant vocational training program for handicapped students*
8. *A program* **that involves successfully employed handicapped adults as role models** *for handicapped students*
9. *An on-the-job training program for* **handicapped seniors and unemployed high school graduates**
10. *An* **independent living skills** *(e.g., using transportation, budgeting) program for* **severely** *handicapped high school students*

Team Member Responsibilities

1. Consider the types of clarification you may need, such as explanation of jargon or ambiguous wording, or a more specific definition of the program intended by the author.
2. Ask for clarification of any brainstormed programs that you do not fully understand.
3. Clarify one program at a time.
4. Try not to persuade the author of a program to change the meaning of that program just to accommodate your own program ideas; you will have the opportunity to "advocate" for your own program preferences in the next step.
5. Revise the wording of any program(s) you suggested so that its meaning is clear to other team members.
6. Add and clarify new programs that come to mind.

Step A, Exercise II:

Clarify Brainstormed Programs

Discussion of Member Responsibilities

1. It is likely that certain suggestions will not be completely understood by one or more members. They may be having problems with unfamiliar jargon ("work adjustment"). The nature of the program intended by the author may not be clear ("provides information about handicapped persons"). The audience for the program may be ambiguous ("handicapped young adults"). Two or more program statements may seem alike ("work adjustment" and "living and coping skills") to some members. Before beginning this exercise, briefly review the kinds of clarification that team members might request.

2. We have found that team members are sometimes reluctant to admit that they don't understand the program statements. Encourage team members to request clarification about any statement that is unclear to them.

3. This exercise will progress more smoothly if team members are asked to clarify one program at a time. All questions about a given program statement should be answered before the team moves on to consider another statement.

4. The goal of this exercise is to insure that each member understands what the author of a given statement is trying to say. The goal is not to change the meaning of a statement. If members try to persuade the author to change the meaning of a statement, you should intervene and re-emphasize the goal of the exercise. Indicate to members that they will have an opportunity to add new programs after the original list of programs has been clarified.

5. Authors of brainstormed statements may need encouragement to revise the wording of those statements so that the meaning is clear to all team members. Emphasize to the authors that the clarity of a statement increases its chance for support by other team members.

6. Members should be given an opportunity to add new program statements. The idea here is not to drastically increase the number of programs, but to allow the inclusion of important programs that came to mind during the clarification process.

Procedures for Leading Exercise

- **Review the types of clarification issues (jargon, clarity of program or audience, repetition, etc.) which team members may wish to raise.**
- **Ask team members to state any questions they may have about the first brainstormed program. After these questions are stated, ask the author of the program statement to respond to these questions.**
- **Ask the author to revise the program statement so that it better reflects the intended meaning, and write the revised statement on a new piece of newsprint.**
- **Clarify the remaining programs, one at a time, and record the clarified statements.**
- **When all statements have been clarified, ask team members if they would like to add any important new programs to the list.**
- **Clarify new program suggestions if necessary.**

Step B:

Identify Preferred Programs

By the end of this step, your team will have shortened the list of approximately 8-12 programs to a list of about 4-6 preferred programs which will be further considered in Step C. This shortened list will include each team member's favorite program from the longer list.

Exercise I: Adopt Criteria for Identifying Preferred Programs

Purpose: To adopt criteria which the team can use to identify its preferred programs, that is, those programs which presently have the greatest team support.

Example: The box below contains a list of recommended criteria.

Criteria for Choosing the Best Program

(The following questions are proposed as general criteria to assist your team in choosing preferred programs and later in choosing one program to plan.)

- *Does the program address your key concerns and those of your organization regarding the career-related needs of handicapped youth?*
- *Are you and your organization able and willing to commit resources (staff time, energy and expertise, materials, money, etc.) to plan and implement this program?*
- *Can this program be successfully developed given the resources currently available to your team? If not, to what extent does the program require the development of resources not currently available to your team?*
- *Should this program be developed before other programs on the list? Will this program provide a needed foundation upon which other possible programs can and should build?*
- *Is it the right time to develop this program? Will key organizations and individuals in the community recognize the need for this program and come forward to support its development?*

Team Member Responsibilities

1. Consider the recommended criteria and decide which of them you wish to adopt.
2. Add any additional criteria that you think might help you to evaluate and select the programs which seem most feasible and desirable.

Step B, Exercise I:

Adopt Criteria for Identifying Preferred Programs

Discussion of Member Responsibilities

1. The criteria presented in the box for this exercise have been designed to help team members analyze the list of programs and determine which programs are most important and most practical. Applying the criteria to the current list of programs helps the team to gradually eliminate (or narrow) their options and eventually choose one program all team members can support and carry out.

Since the team will plan only one program, it is important that this program be chosen based on an in-depth analysis of the options. This analysis begins in this exercise and continues throughout the remainder of Stage One. A thorough understanding of the criteria and their use must be achieved in this exercise.

2. The criteria presented in the box should not be viewed as gospel. Team members may be able to suggest additional criteria that are as important as, or more important than, the ones proposed. Encourage team members to suggest criteria which they feel confident in using as a basis for choosing the best program from the list. The final list of criteria should be written on newsprint and posted so that it is visible to all; these criteria will be used extensively in later exercises.

Procedures for Leading Exercise

- **Ask the team to read and discuss each criterion presented in the box for this exercise, making sure that the team members understand how the criteria will be used.**
- **After each criterion has been discussed, ask team members if they wish to adopt this criterion as written or if they wish to revise it. Write the resulting criterion on newsprint and post.**
- **Ask team members if they wish to suggest any additional criteria which will help them choose the best program from the list.**
- **Discuss any additional criteria and add them to the newsprint list.**

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Step B:

Identify Preferred Programs

Exercise II: Advocate One Program

Purpose: To allow each team member to advocate (argue briefly for) one favorite program.

Example: The box below contains a sample advocacy statement.

Advocacy Statement

(Roberto, Director of the local office of the State Vocational Rehabilitation Agency, advocates for program #3.)

"In my work with clients, I find that many disabled high school graduates have no idea of what kinds of jobs are available in our community. They don't know what they want to do, nor do they know what they might be able to do best. My agency has had considerable difficulty with younger disabled clients who drop placements or are fired within the first six months of employment. If our clients knew what kinds of jobs they enjoyed and performed well, we might be able to place them more successfully. It is particularly disappointing – not to mention the waste of the taxpayer's money – when clients quit their jobs after we have bought them expensive tools and training. My agency would certainly support any kind of pilot career exposure program for disabled high school students. One of our caseworkers could be released to help initiate such a program and to work on creating other complementary support services, such as vocational testing and identification of viable training options. I'm quite sure that at least two employers we work with would welcome such a program, since they too are becoming frustrated with these placement difficulties."

Team Member Responsibilities

1. Consider the criteria questions, which were posted on the wall during the last exercise, and apply them to the list of suggested programs. Decide which program best meets the criteria and jot down your reasons for preferring this program.

2. Advocate in a roundtable fashion with each member in turn taking two or three minutes to indicate the advantages of the one program he or she likes best.

3. Try to confine your advocacy statement to a discussion of the advantages of your chosen program and avoid discussing the negative or positive points of what other members are advocating.

4. Listen, without interrupting, to the advocacy statements of other team members, making notes of any key points that you might want to raise later on.

Step B, Exercise II:

Advocate One Program

Discussion of Member Responsibilities

1. Team members should take a few minutes to think about the criteria questions developed in the last exercise and to apply them to the list of suggested programs. Then they should decide which program they like best and jot down their reasons for preferring this program. Remind team members that they will be sharing these reasons with others on the team, and trying to influence others to support their favorite program. You should point out that this exercise will help the team eliminate about half of the programs on the list so that they can consider the remaining programs in greater depth.

2. Advocacy is performed in a roundtable fashion to insure that each team member is given a two- to three-minute opportunity to address the team about his or her program preference. If any team member goes into a long-winded advocacy statement, you should interrupt after about three minutes and ask that member to bring his or her statement to conclusion. This is particularly important when there are many members on a team. Team members who are not ready to advocate may pass their turns, but be sure to come back to them after the remaining members have advocated. Should a team member attempt to advocate more than one program, ask that member to choose only one program. If that member is unable to choose immediately, suggest that he or she think about it while other members advocate.

3. Although it is natural for team members to want to respond (either positively or negatively) to points others make, this is not the right time. Too much discussion will cut down on the amount of time members have to express their own unique preferences and concerns. Remind team members that they will have ample time to discuss and compare programs later in the process.

4. Again, team members should be reminded that the purpose of this exercise is to give each team member an undisputed opportunity to hold the floor and to make his or her concerns known to others on the team. However, this exercise is likely to elicit key points which will need to be discussed later in a more open-ended fashion. To aid future discussion, encourage team members to make notes of the key points made during advocacy with which they agree or disagree.

Procedures for Leading Exercise

- **Ask team members to take several minutes to review individually both the criteria and the list of programs to decide which program they like best and why.**
- **Check to make sure that all team members have decided which program they like best and are ready to share their reasons with the team.**
- **Ask team members to advocate, one at a time, for the program they like best.**
- **On a new sheet of newsprint, record only those programs which team members advocate. After each program, write the name(s) of the member(s) advocating it. (See sample newsprint below.)**

List of Advocated Programs

(Note: Programs not advocated by members have been dropped from the list.)

	Program	Team Member(s) Supporting Program
1.	*A sensitization program for area employers*	*Tom*
3.	*A career exposure program for disabled students*	*Isabel, Roberto*
4.	*A work adjustment program for handicapped students*	*George*
6.	*A training program for teachers and counselors, which provides information about job modification for students with various disabilities*	*Sandy*

- **After all team members have advocated, call the team's attention to the new newsprint list, indicating that these are the programs the team prefers. Remind team members that only these preferred programs will now be considered for more in-depth analysis.**

Step C:

Select One Program to Plan

By the end of Step C, your team will have selected the one program which you will further plan in Stages Two and Three. Your team will choose this program after careful consideration of everyone's preferred program and concentrated efforts to achieve full team consensus.

Exercise I: Identify Advantages and Disadvantages of Preferred Programs

Purpose: To identify the advantages and disadvantages of each of the preferred (advocated) programs.

Example: The box below contains a list of advantages and disadvantages for two of the sample preferred programs.

Advantages and Disadvantages of Two Programs

A career exposure program for disabled students

Advantages	Disadvantages
priority for school system	*employers might not buy in*
rehab supports & has resources	*requires career info we do not have*
etc.	*etc.*

A work adjustment program for handicapped students

Advantages	Disadvantages
will help remedy key problem perceived by employers	*some school staff might resist new responsibilities*
fewer handicapped young adults would be fired because of lateness, inappropriate behavior, etc.	*could be expensive to set up*
etc.	*etc.*

Team Member Responsibilities

1. Using the criteria questions posted on the wall during the last step (see page 34) identify the advantages and disadvantages of each of the preferred (advocated) programs.

2. Suggest the advantages and disadvantages for one program at a time.

3. Listen carefully to the advantages and disadvantages identified by other team members, since these suggestions may trigger your own ideas.

4. Make sure that you are satisfied with the list for each program before moving on to consider the advantages and disadvantages of the next program.

Leader's Guide

Step C, Exercise I:

Identify Advantages and Disadvantages of Preferred Programs

Discussion of Member Responsibilities

1. During the last exercise, several criteria were used informally to identify the programs that team members liked best. In this exercise, the criteria will be used to analyze the advantages and disadvantages of each preferred program. To help members focus on these criteria, post the list of criteria on the wall. Emphasize to team members that they will now analyze each preferred program in order to determine its potential impact on key concerns, its overall feasibility, the degree of support it can command from the organizations team members represent, and its timeliness.

2. Consider one program at a time, suggesting all possible advantages and disadvantages of that program. Record suggestions on newsprint, using the format shown in the example on the opposite page. Use a separate sheet of newsprint for each program analyzed. When it is unclear whether a suggestion is an advantage or a disadvantage, ask the member making that suggestion if you should enter it as an advantage or a disadvantage or (as will occasionally happen) as both.

3. Recommend that members jot down their ideas on note paper, so that they can remain attentive to what others are saying, while insuring that no ideas are lost.

4. Instead of ending the analysis of a program at the first pause, use this time to ask team members to review the criteria again to see if they can think of any additional advantages or disadvantages for the program being considered. If team members have no more suggestions, ask them if they're ready to move on to analyze the next program.

Procedures for Leading Exercise

- **Review the criteria questions and explain that they will now be used to determine the potential advantages and disadvantages of each of the preferred programs.**
- **Ask team members to identify the advantages and disadvantages of each program and, as they do so, capture their suggestions on newsprint. (See the newsprint format in the example for this exercise.)**
- **Conclude the identification of advantages and disadvantages for each program only after you have given team members ample opportunity to make additional suggestions and you think that the list is reasonably detailed and complete.**
- **Explain to team members that they will later use this list of advantages and disadvantages to help them select the one program they will plan.**

Step C:

Select One Program to Plan

Exercise II: Poll Team Member Support for Programs

Purpose: To identify the extent of team member support for each of the preferred programs now that its advantages and disadvantages have been highlighted.

Example: The box below contains a sample poll of team member support for each of the preferred programs.

Polling Results

Program #1 *Sensitization program for area employers*	*Tom*
Program #3 *Career exposure program for disabled students*	*Isabel*
Program #4 *Work adjustment program for disabled students*	*George, Sandy, Roberto*
Program #5 *Training program on job modifications*	*No support*

Team Member Responsibilities

1. Review the lists of advantages and disadvantages for all of the preferred programs and decide which program you think the team should plan.

2. You will be polled in a roundtable fashion. Indicate the one program you would like to see the team develop.

3. Remember that this poll is not binding; it is used only to determine the extent to which team member opinions have changed as a result of the previous analysis of the advantages and disadvantages of each program.

Step C, Exercise II:

Poll Team Member Support for Programs

Discussion of Member Responsibilities

1. Having brainstormed advantages and disadvantages, team members will have a new perspective on the potential strengths and weaknesses of each program. It is likely that some team members will have decided to support a different program than the one they advocated. This poll is designed to identify any changes in team members' support. Before polling, team members should take a few minutes to think about the newsprint listing of advantages and disadvantages for each program, and then decide which program they now think the team should plan.

2. To insure an orderly and efficient polling procedure, team members should follow a roundtable format to indicate the program they now support most. Encourage brief and clear responses from team members. Members who now support a different program than the one they originally advocated may indicate briefly what prompted their change of support. However, discourage members from lengthy discussions; remind members that they will have an opportunity for discussion during the next exercise. Record polling results on newsprint, as shown in the example for this exercise.

3. This poll is not a formal binding vote, but rather, an informal way to determine the degree of consensus that exists among team members. If one of the programs being considered receives no support during the poll, then it can be eliminated from further consideration. This polling exercise should help identify the most popular programs, thus providing a focus for the subsequent discussion.

Procedures for Leading Exercise

- **Ask team members to think about the newsprint lists of advantages and disadvantages for all programs and to decide which they now support.**
- **Poll team members in a roundtable fashion, asking each team member to indicate briefly which program he or she now thinks the team should plan. As you poll team members, write their names on newsprint next to the program they support, as illustrated in the example.**
- **When the poll is concluded, eliminate from the list any program that has not received support, and emphasize the program that has received the most support.**
- **Indicate to team members that they will now discuss the remaining programs, focusing in particular on the program that has received the most support from team members.**

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Step C:

Select One Program to Plan

Exercise III: Negotiate Consensus For One Program

Purpose: To select and, if necessary, modify one program that all members can support, thereby insuring effective planning in Stages Two and Three.

Example: The box below contains a sample discussion and negotiation scenario culminating in the selection of a program focus the entire team can support.

Consensus Building for One Program

Analysis of Poll: *The work adjustment program received the most support from team members. It is therefore chosen as the initial focus for the team's discussion and negotiation.*

Highlights of Discussion-Negotiation: *Sandy felt that teachers and counselors must be involved in the program for it to satisfy her ongoing concerns as a vocational guidance counselor. Isabel indicated that she would support a work adjustment program if the employer and other community contacts gained during the development of this program could be used later to develop a career exposure component for younger high school students. Tom felt that employers might need a special incentive for participating in the development of a work adjustment program. George, an employer, said he thought employers would be quite willing to support the work adjustment program, especially if, as Sandy suggested, teachers and counselors provided the necessary guidance and structure for the program.*

Modified Program: *The team agreed to plan and implement a work adjustment program as its first major focus. The team also agreed that the program should be designed to involve teachers and counselors who will work closely with employers. Based on the success of this program, the team will later consider the feasibility of developing a career exposure component for younger disabled students.*

Team Member Responsibilities

1. Agree on an initial time limit for this discussion-negotiation exercise.

2. Focus on the program that received the greatest support during the preceding polling exercise. This "majority" program will serve as the starting point for the team's discussion.

3. If you did not favor the "majority" program during polling, indicate to the team whether you could still support its development by the the team, either in its present form, or in a modified form.

4. If you could support the "majority" program in a modified form, suggest specific modifications which would make the program more acceptable to you.

5. Negotiate modifications to the "majority" program in response to conditions suggested. Use your understanding of each other's concerns to suggest compromises that address your own as well as other's issues.

6. Compromise as necessary until the team either reaches consensus or comes to an impasse. Your team leader will arbitrate negotiations and help you decide whether the team has reached consensus or should consider another program option.

7. If, after possible modifications have been discussed, some team members are clearly reluctant to support the "majority" program, continue this exercise, focusing on the program which received the next greatest amount of team support during polling. Your team leader will help you negotiate consensus for this program.

8. When the team reaches consensus in support of a program (with or without modifications), the team will have completed this exercise and all of Stage One.

Step C, Exercise III:

Negotiate Consensus for One Program

Discussion of Member Responsibilities

1. The goal of this exercise is to reach consensus about the one program the team will plan. Setting a time limit of 20 to 40 minutes provides an impetus for efficient directed discussions leading to consensus. Remind team members when 10, and then 5, minutes remain in the period; this will place added pressure on them to push for consensus.

If a minimum of 45 minutes is not available before regular closing time, or if any members are unable to stay late enough to complete this exercise, wait until the next team meeting to do this exercise. Adjourning in the midst of discussion would destroy any growing movement toward consensus; agreeing on a program with some members absent runs the risk of overlooking their concerns and undermining support for the chosen program.

An overtime period may be necessary if the team cannot reach consensus within the initial time limit. Keep the overtime to 5 or 10 minutes, maintaining the sense of urgency to reach consensus.

2. The "majority" program is considered first because it already has the strongest support base upon which to build consensus. [The "majority" program is not necessarily the only program that will be considered (see #7 below).]

Should two or more programs be tied for the most support after polling, you as team leader should select the program to be considered first. In making this decision, try to select the program that has the best chance of attracting unanimous support.

3. Members who had not given the "majority" program their highest priority during polling may now be willing to support its development if those members:

- *considered the "majority" program their second choice;*
- *are willing to postpone the development of their first choice until some future date; or*
- *are willing to support the "majority" program as a means to moving the team forward.*

If all members agree to support the "majority" program in its present form, consensus has been reached.

4. Encourage any members who do not support the "majority" program in its present form, to identify conditions under which they could support this program. The team cannot afford to overlook the valuable points of view expressed by a "minority" of its members. Ignoring the perspectives of any members may undermine their commitment and rob the team of resources and support which could contribute significantly to the quality and impact of its program.

5. The goal here is to make the "majority" program attractive to every team member and give the team impetus toward consensus. It may be necessary for the team to modify the "majority" program in order to achieve consensus.

It is your job as team leader to help members hear, respect, and incorporate each other's concerns. The section on "building consensus" in Chapter 4 (page 93) of this handbook goes into some detail regarding the art of negotiation as a means to consensus.

It is also your job to maintain the integrity of the program. Some pitfalls to avoid include:

- *Incorporating so many divergent perspectives that the program loses its focus and becomes a mixed bag of incompatible components.*
- *Combining all program suggestions into one "megaprogram." This will only postpone a decision about which part of the program to plan and implement first.*
- *Accepting one member's "conditions" without checking to see if this acceptance causes other members to withdraw their support of the program.*

Remember, the program must be clearly focussed and defined to insure its successful planning and its eventual implementation.

6. As the person facilitating team negotiations, you may be the first to sense that the team has achieved unanimous agreement to support the original or modified "majority" program, OR you may be the first to know when the team has reached an impasse and should begin considering another program.

The team will rely on you to suggest that consensus has been reached, and to help them recapitulate the terms of their agreement. The team will also rely on you to tell them when it may be necessary to move on to a second program option.

Whenever you suggest that consensus or an impasse has been reached, give members an opportunity to agree or challenge your assumption. Be ready to give them more time to work past impasses, if they wish to do so. Sometimes a suggestion that they try another program option may be all the challenge members need to bridge an impasse.

7. If an impasse is reached, ask the team to focus on the program with the next best chance of attracting full team support. The program which received the second greatest support during polling is the likeliest candidate. Keep in mind that moving to a second program for consideration does not preclude the team's right to return to the majority program later on, reconsider the earlier impasse, and reach consensus in support of the majority program. The "majority" program may look more attractive once members have considered another option.

Step C, Exercise III - continued

Each time the team focuses its discussion on a new program, it should follow the same basic consensus-building workflow used with the "majority" program.

- *First, identify the present support for the new option. Members' interest in this program may have changed after discussion of the "majority" program.*
- *Second, identify conditions under which all members could support this new program option.*
- *Third, negotiate modifications in the program and reach compromises that would allow every member to support this program.*
- *Fourth, determine whether consensus can be reached in support of the program option. If consensus cannot be reached, the team can return to the majority program, or begin discussion of the program that received the next greatest support during the polling exercise. Again, it is your prerogative to suggest that the team focus on whatever program you feel is most likely to attract consensus.*

Remember that as more programs are discussed, valuable decision-making time is ticking away. Setting shorter time periods for discussion may give the team a prod toward agreement.

8. Once consensus has been reached and the agreed upon program copied on newsprint, Stage One is completed. The members will have made their first decision as a team. They will also have become experienced at consensus-building and using this planning process. This experience will make their work in Stage Two much easier, since the steps and exercises in Stage Two parallel those in Stage One.

Procedures for Leading Exercise

- **Suggest that the team establish an initial time limit of from 20-40 minutes to reach consensus.**
- **Begin discussion of the program receiving the most support during polling (or one of the programs that tied for most support).**
- **Ask members one at a time if they are willing to support the development of this program in its present form.**
- **Encourage members who are uncomfortable with the program in its present form to suggest conditions under which they would support the program. List these conditions and the name of their authors on newsprint.**
- **Help the team to negotiate the modification(s) of the program.**
- **Encourage members to respect each others' concerns and compromise when necessary.**
- **If the team agrees on modifications, change the program statement to reflect this agreement. Write the new version of the program on newsprint.**
- **Tell the team when you feel it has reached either consensus or an impasse.**
- **If the team comes to an impasse, ask members to focus their discussion on the program next most likely to attract unanimous support. Help them consider this and any subsequent program options by following the procedures outlined above.**
- **When the team reaches consensus, write the agreed-upon program focus on newsprint. Congratulations!**

Stage Two

Choosing One Strategy to Initiate Your Program

Introduction to Stage Two

In Stage Two you will select one "strategy" or major approach to carrying out your chosen program. (To avoid confusing "programs" with "strategies," you should study the definition and examples in the box below.) The planning work in this stage is divided into four logical steps.

In Step A, your team will identify a range of strategies which could be developed as a means for carrying out your chosen program.

In Step B, each team member will be asked to identify the one strategy which he or she thinks the team should develop. This will result in a shortened list of "preferred" strategies, which will be more intensively considered in Step C.

In Step C, the team will select one strategy from the list of preferred strategies. In order to make this decision, team members will consider the pros and cons of each of the preferred strategies, and then negotiate consensus for the one strategy they wish to plan in Stage Three. Other preferred strategies can be considered by the team as priorities for future planning efforts.

In Step D, the team will identify and seek to obtain the community support the team needs to develop and implement its chosen program and strategy. The resulting community feedback will either confirm the viability of the team's chosen program and strategy or point out the need for revising them so that they elicit greater community support.

Strategy

A strategy is a particular way of, or an approach to, developing the program your team has chosen. There is always more than one possible strategy for developing a program. A total program will usually include several sequential strategies, each of which is designed to build upon the results of the strategies that have been implemented before it. The planning team must decide which strategy it is most appropriate to implement first.

Program:	*A Work Adjustment Program for Disabled High School Students*
Strategies for Developing This Program:	*1. Develop work shadowing experiences for students in area firms* *2. Develop a series of talks by local personnel directors at the high school* *3. Develop a work adjustment curriculum to use with a class of students*

Introduction to Stage Two

In Stage Two, your team will use the same generating and narrowing process that it used in Stage One. This time, however, your team will develop a list of possible strategies it could use to initiate the program it has chosen. Strategies are specific approaches to developing a program. It is particularly important that team members understand the difference between a program and a strategy. The "Introduction to Stage Two" in the members' planning guide contains a boxed explanation of the relationship between program and strategy. You should be sure that team members study this explanation before beginning Stage Two.

In Step A the team will generate a list of many possible strategies for carrying out its program. In Steps B and C, team members will narrow down this list to the one strategy that they decide to plan. In Step D team members will consult with key people in their organizations and in the community in order to insure community support for the team's developing plan. At this point the plan is specific enough to warrant consideration from others outside the team.

To orient team members to Stage Two, use one or both of the following procedures. Then ask team members if they are ready to begin Stage Two.

1. Ask team members to read the "Introduction to Stage Two" in their planning guide and answer any questions that they may have. Pay particular attention to the boxed explanation of a strategy.
2. Walk team members through Stage Two. Ask them to turn to the following examples:

- Step A, Exercise I, (Member's Guide, page 14; Leader's Guide, page 48). Lists possible strategies for initiating a program.
- Step B, Exercise II, (Member's Guide, page 17; Leader's Guide, page 54). Features a reduced list of strategies.
- Step C, Exercise I, (Member's Guide, page 18; Leader's Guide, page 56). Illustrates how team analyzes preferred strategies to determine strengths and weaknesses.
- Step C, Exercise III, (Member's Guide, page 20; Leader's Guide, page 60). Modified Strategy Statement illustrates how the team eventually chooses one strategy to initiate its program.
- Step D, Exercise I, (Member's Guide, page 21; Leader's Guide, page 62). Indicates that the team makes a list of people to contact as a means of developing support for their plan.

The following box contains a suggested timetable for your team's work in this stage. Feel free to alter this timetable to meet the needs of your team.

Second Planning Meeting

Approximate Time Schedule to Perform Stage Two

Orientation to stage with questions and answers			*15 minutes*
Step A:	*Exercise I*	*Brainstorm*	*25*
	Exercise II	*Clarify*	*20*
Coffee Break			*15*
Step B:	*Exercise I*	*Criteria*	*25*
	Exercise II	*Advocate*	*25*
Coffee Break			*10*
Step C:	*Exercise I*	*Advantages and Disadvantages*	*45*
	Exercise II	*Polling*	*15*
	Exercise III	*Consensus*	*60*
Step D:	*Exercise I*	*Identify Key Contacts*	*20*
Coffee Break			*5*
Review day's decisions and work for next meeting			*5*

Step A:

Identify a Range of Strategies

By the end of this step your team will have identified and clarified a range of strategies which could be used in carrying out its chosen program. This list of strategies will reflect the variety of perspectives and concerns held by team members and their organizations.

Exercise I: Brainstorm a Range of Strategies

Purpose: To develop a wide-ranging list of possible strategies for implementing your program.

Example: The box below contains a list of possible strategies for developing a work adjustment program.

Brainstormed Strategies
For Developing a Work Adjustment Program

1. *Set up work shadowing experiences for students in area firms*
2. *Present a series of talks by local personnel directors at the high school*
3. *Develop a work adjustment curriculum to use with a class of students*
4. *Hold workshops for teachers and counselors about types of work habits and behavior employers look for*
5. *Survey employers to find out what work habits and behaviors they want prospective employees to have*
6. *Conduct an exchange program in which employers come to the school and teachers and students go to the work site*
7. *Involve the parents of disabled kids in helping them to learn work adjustment skills*

Team Member Responsibilities

1. Make sure that you understand what a strategy is.

2. Suggest, without regard for their relative importance or feasibility, strategies that would enable your team to develop its chosen program.

3. Suggest only one strategy at a time.

4. Use roundtable brainstorming until every member has suggested one strategy, and then shift to spontaneous brainstorming until team members are satisfied that the list of strategies is complete.

Step A, Exercise I:

Brainstorm a Range of Strategies

Discussion of Member Responsibilities

1. The goal of this exercise is to identify various strategies (approaches) that the team could use to implement its program. Before beginning the exercise, you should check to make sure that all team members understand what a strategy is. Lack of understanding on this point will make brainstorming difficult. It is easiest to explain what a strategy is if you relate it to a "program" and "tasks." You may want to review the descriptions of a program, a strategy, and a task that you presented to the team during its orientation session (see page 24). Emphasize to team members that a program is a general content area (e.g., work-readiness, career exposure, on-the-job training, etc.) whereas a strategy is a specific approach to implementing a program. Some strategies may be small in scale and easy to plan (personnel directors giving talks at the high school); other strategies may be large in scale and require extensive planning (develop a work adjustment curriculum). Tasks are the steps team members will take to carry out the strategy (e.g., recruiting personnel directors to give the talks, scheduling the talks).

2. Brainstorming is a creative idea-generating process for identifying a range of options. While some options will be more realistic than others, such judgment and analysis are not appropriate here. All strategies identified by team members should now be honored. Remind the team that they will later be choosing from this list of brainstormed strategies the one strategy that is most realistic, given the team's resources.

3. Team members have been asked to suggest only one strategy at a time to insure that no one member dominates the brainstorming.

4. Roundtable brainstorming is employed to insure that each team member has at least one opportunity to suggest a strategy. Members unable to suggest a strategy when it is their turn may pass, but be sure to come back to them after other team members have had the floor. After each team member has suggested one strategy, the roundtable procedure can be suspended and brainstorming can continue in a spontaneous fashion.

Procedures for Leading Exercise

- **Ask each member in turn to suggest one strategy that would enable the team to carry out its chosen program.**
- **List each strategy on newsprint, checking to make sure that you have captured the author's meaning.**
- **After each member has suggested one strategy, invite members to suggest additional strategies as they think of them, and write each suggestion on newsprint.**
- **Continue the exercise until members feel that the list of strategies is complete. Once 5 to 8 strategies have been identified, use pauses in the brainstorming to ask team members if they would like to add additional strategies or if they are satisfied with the list as is.**

Step A:

Identify a Range of Strategies

Exercise II: Clarify Brainstormed Strategies

Purpose: To insure that everyone understands the brainstormed strategies and to give members an opportunity to add any significant new strategies that come to mind as a result of the clarification process.

Example: The box below contains the sample list of brainstormed strategies after they have been clarified. (Modifications in the original brainstormed strategies are in bold type.)

Clarified Strategies

1. *Set up work shadowing experiences for students in area firms*
2. *Present a series of* **in-school** *talks by local personnel directors* **focusing on employer hiring practices and the work adjustment skills required of new employees**
3. *Develop a work adjustment curriculum* **and pilot test**
4. *Hold workshops for teachers and counselors on* **work adjustment requirements for entry level jobs**
5. *Survey employers to find out what work habits and behaviors they expect new employees to have and* **whether they (employers) would be willing to get involved in workshops on this subject**
6. *Conduct an exchange, by which employers make presentations in the* **classroom** *and students go to the worksite for* **tours and rap sessions with employees**
7. **Develop a series of parents' day workshops in which students interview their own parents and those of their classmates to determine and discuss the kind of skills necessary to hold a job**

Team Member Responsibilities

1. Consider some types of clarification you may need, such as an explanation of jargon or ambiguous wording, or a more specific definition of the strategy intended by the author.

2. Ask the author for clarification of any brainstormed strategy that you do not fully understand.

3. Revise the wording of any strategy you authored so that its meaning is clear to other team members.

4. Clarify and revise one strategy at a time.

5. Try not to persuade the authors of other strategy suggestions to change the meaning of their suggestions to accommodate your own ideas. You will have the opportunity to advocate your own strategy preferences in the next step.

6. Add and clarify any significant new strategies that come to mind.

Step A, Exercise II:

Clarify Brainstormed Strategies

Discussion of Member Responsibilities

1. Encourage team members to question anything they don't understand about a suggested strategy – for example, jargon, ambiguous wording, or specific action to be taken. Emphasize to members that they should be able to see how each strategy will enable them to develop the program they have chosen. If a strategy statement doesn't indicate a way of putting the program into action, you may need to help the author more clearly define his or her idea.

2. Remind team members that they should feel free to question any suggestion which they do not understand.

3. Remind team members that it is in their best interest to revise the wording of a strategy they have authored in order to make it more understandable to other team members.

4. Team members are asked to clarify one strategy at a time to insure that the exercise is performed in an orderly way. All questions about each strategy should be answered and the strategy revised (when necessary) before the team moves on to consider another strategy.

5. You may need to remind team members that the goal of the exercise is to make sure that all members understand what the author is trying to say, not to try and change the meaning the author intends.

6. Once all original strategies have been clarified, team members may add new strategies to the list. The goal here is to allow the inclusion of additional strategies that strongly reflect members' concerns, not to increase drastically the number of strategies.

Procedures for Leading Exercise

- **Review clarification issues (i.e., jargon, ambiguous wording), emphasizing that team members should be sure they understand how each strategy will enable them to carry out their chosen program.**
- **Ask team members to raise any questions they have about the first strategy and, after these questions are raised, ask the author of the strategy to respond to these questions.**
- **If a strategy statement requires revision, ask the author to revise the statement so that it better reflects the intended meaning and write the revised statement on a new sheet of newsprint. (Strategies requiring only verbal clarification can be copied onto the new sheet of newsprint as originally written.)**
- **Clarify the remaining strategies one at a time and write the clarified statements on the new sheet of newsprint.**
- **When all strategies have been clarified, ask team members if they would like to add any important new strategies to the list.**
- **Clarify any new strategy statements that members wish to add.**

Step B:

Identify Preferred Strategies

By the end of this step, your team will have selected preferred strategies from the original list of brainstormed suggestions.

Exercise I: Adopt Criteria for Identifying Preferred Strategies

Purpose: To adopt criteria to use in selecting preferred strategies from the list of brainstormed strategies.

Example: The box below contains a list of recommended criteria.

Criteria for Choosing the Best Strategy

(The following questions are proposed as general criteria to assist your team now in choosing preferred strategies and later in choosing one strategy to plan.)

- *Will the implementation of this strategy provide the most effective starting point for addressing the team's chosen program?*
- *Will you and your organization be able and willing to commit staff time, expertise, and other resources to the implementation of this strategy?*
- *Should this strategy be developed before other strategies in order to provide a solid foundation for future team efforts, or is there another strategy that should be developed first?*
- *Can this strategy be developed using the resources currently available to team members and their organizations?*
- *Does the implementation of this strategy depend on resources held by individuals or organizations not on the team, and, if so, how likely is it that these resources can be tapped by team members?*
- *Will the overall anticipated impact of this strategy justify the resource costs of its implementation?*

Team Member Responsibilities

1. Consider the recommended criteria and decide which of them you wish to adopt.

2. Suggest any additional criteria which you think might help your team to identify its preferred strategies.

Step B, Exercise I:

Adopt Criteria for Identifying Preferred Strategies

Discussion of Member Responsibilities

1. The criteria presented in the box for this exercise have been designed to help members analyze the list of strategies and determine which ones are most significant and realistic. Since the team will plan only one strategy in this initial planning effort, it is important that this strategy be chosen after an in-depth analysis of all the options.

The criteria questions help focus the team's attention on the potential impact of each strategy and the amount of resources required and available should that strategy be chosen by the team. It is especially important that team members understand these criteria and feel comfortable applying them. Team members should be encouraged to revise any criteria they do not understand or accept.

2. The criteria presented in the box should not be viewed as comprehensive. Team members should be encouraged to identify additional criteria that will help them to choose the best strategies from the list. The final list of criteria should be written on newsprint and posted.

Procedures for Leading Exercise

- **Ask the team to read and discuss each of the criteria presented in the box for this exercise.**
- **After each criterion has been discussed, ask team members if they wish to adopt this criterion as written, or if they wish to revise it. Write the resulting criterion on newsprint.**
- **Ask team members if they wish to suggest any additional criteria which will help them choose the best strategy from the list.**
- **Discuss any additional criteria proposed by team members, and then add them to the newsprint list.**

Step B:

Identify Preferred Strategies

Exercise II: Advocate One Strategy

Purpose: T[illegible]llow each team member to argue briefly in favor of one strategy from the list of clarified strategies.

Example: The box below contains a sample list of strategies advocated by team members.

List of Advocated Strategies

Strategy	Team Member(s) Supporting Strategy
2. *Present a series of in-school talks by local personnel directors focusing on employer hiring practices and the work adjustment skills required of new employees*	*Isabel*
3. *Develop a work adjustment curriculum and pilot test with a class of students*	*George*
4. *Hold workshops for teachers and counselors on work adjustment requirements for entry level jobs*	*Sandy, Tom*
5. *Survey employers to find out what work habits and behavior they expect new employees to have and whether they (employers) would be willing to get involved in workshops on this subject*	*Roberto*

Team Member Responsibilities

1. Consider the criteria adopted in the last exercise when deciding which strategy to advocate. Select the one strategy you prefer and jot down reasons for choosing it.

2. Advocate in a roundtable fashion, with each team member in turn taking two or three minutes to indicate the advantages of one strategy he or she likes best.

3. Confine your advocacy to the advantages of your preferred strategy, rather than responding to what other members are advocating.

4. Listen, without interrupting, to the advocacy statements of other members.

Step B, Exercise II:

Advocate One Strategy

Discussion of Member Responsibilities

1. Team members should take a few minutes to consider the criteria questions adopted in the last exercise and to apply them to the list of strategies. They should then select the strategy they like best and jot down their key reasons. Remind team members that they will be advocating their preferences, attempting to influence each other concerning which strategy the team should develop.

2. Advocacy is performed in a roundtable fashion to insure that each team member is given an opportunity to address the team about his or her strategy preference. Try to insure that each member takes a reasonable amount of time. You may need to interrupt long-winded statements and ask the team member to bring his or her statement to conclusion. Also make sure that each member advocates only one strategy, since one of the purposes of this exercise is to reduce the list of strategies.

3. Remind team members to use their allotted time to state their own preferences and to avoid reacting to the preferences of other team members. Emphasize that team members will have ample time to discuss and compare strategies in the next step.

4. Ask team members to listen carefully to other members' advocacy statements and to note any key points of agreement or disagreement. These points can be raised in the next step.

Procedures for Leading Exercise

- **Ask team members to take several minutes to review the criteria and the list of strategies in order to decide which strategy they like best and why.**
- **Check to make sure that all team members are ready to advocate one strategy.**
- **Ask team members to advocate, one at a time, the strategy they like best.**
- **Write on a new sheet of newsprint only those statements which team members advocate and, after each strategy, write the name(s) of the member(s) advocating it (see example on the opposite page).**
- **After all team members have advocated, call the team's attention to the newsprint list, and remind team members that only the strategies on this list will be considered in ensuing exercises.**

Step C:

Select One Strategy to Plan

By the end of Step C, your team will select the one strategy to be developed in Stage Three. The team will have chosen this strategy after careful consideration of the advantages and disadvantages of preferred strategies and concentrated efforts to achieve consensus.

Exercise I: Identify Advantages and Disadvantages of Preferred Strategies

Purpose: To identify the advantages and disadvantages of each of the preferred strategies, using the criteria adopted in Exercise B/I.

Example: The box below contains a sample list of advantages and disadvantages for one of the sample preferred strategies.

List of Advantages and Disadvantages for One Strategy

Strategy: Develop a work adjustment curriculum and pilot test with a class of students

Advantages	Disadvantages
Employers could help to develop such a curriculum; then be more willing to provide workshops, give talks, etc.	*Not a starting point, need to involve employers first*
Federal funds might be available for such an effort	*We do not now have all information necessary to develop such a curriculum*
School people need to develop a classroom component to justify credit for student participation	*Would require research into materials available from sources outside community*
Planning requirement might guarantee a well designed strategy with a better chance for successful implementation	*Would involve considerable planning time before students would be served*
Could be used by other organizations for both handicapped youth and adults	*Time-lag between initiation of planning and actual implementation of curriculum might discourage some of us who want more immediate results. We should start with a strategy that is likely to create more initial enthusiasm*

Team Member Responsibilities

1. Using the criteria questions posted on the wall, brainstorm the advantages and disadvantages of each of the preferred strategies.

2. Suggest advantages and disadvantages for one strategy at a time.

3. Listen carefully to the advantages and disadvantages identified by other members, since those suggestions may trigger your own ideas.

4. Make sure that you are satisfied with the list of advantages and disadvantages for each strategy before moving on to consider the advantages and disadvantages of the next strategy.

Step C, Exercise I:

Identify Advantages and Disadvantages of Preferred Strategies

Discussion of Member Responsibilities

1. During the last exercise, the criteria were used to identify the strategies that team members liked best. In this exercise, the criteria will be used to pinpoint the advantages and disadvantages of each preferred strategy. Before beginning this exercise, make sure that the list of criteria is posted on the wall. Emphasize to team members that they will now analyze each preferred strategy in order to determine its potential impact and overall feasibility.

2. Members should consider one strategy at a time, suggesting all possible advantages and disadvantages of that strategy. Record suggestions on newsprint, using the format shown in the example for this exercise. Use a separate sheet of newsprint for each strategy analyzed. When you are not sure whether a suggestion should be entered as an advantage or disadvantage, ask the member making that suggestion.

3. Suggest to team members that they jot down ideas which occur to them as they are listening to others. By doing this they can remain attentive to what others are saying, while insuring that no ideas are lost.

4. Instead of ending the analysis of a strategy at the first pause in the brainstorming, use this pause to ask team members to again review the criteria to see if they can think of any additional advantages and disadvantages for the strategy being considered. Then, if team members cannot suggest any additions, ask the team if it is ready to move on to analyze the next strategy.

Procedures for Leading Exercise

- **Explain that the criteria will now be used to determine the potential strengths and weaknesses of each of the preferred strategies. Ask members to review the criteria with this in mind.**
- **Ask team members to suggest the advantages and disadvantages of each strategy and capture their suggestions on newsprint (see format in the example for this exercise).**
- **Conclude the identification of advantages and disadvantages for each strategy only after you have given team members ample opportunity to make additional suggestions and you think that the list of advantages and disadvantages is reasonably detailed and complete.**
- **Remind team members that they will be using this list to help them select the one strategy they now wish to plan.**

Step C:

Select One Strategy to Plan

Exercise II: Poll Member Support for Preferred Strategies

Purpose: To identify the relative degree of support for each of the preferred strategies now that their advantages and disadvantages have been highlighted.

Example: The box below contains a sample poll of team member support for each of the preferred strategies.

Polling Results

Strategy #2 *Employer talks at high school*	*No support*
Strategy #3 *Work adjustment curriculum*	*Isabel*
Strategy #4 *Workshops for teachers and counselors*	*Sandy, Tom, George*
Strategy #5 *Survey employers*	*Roberto*

Team Member Responsibilities

1. Review the lists of advantages and disadvantages for all of the strategies prior to giving your support to any one strategy.

2. Polling will be conducted in a roundtable fashion; when it is your turn, indicate which one strategy you would like to see the team develop first.

3. Remember that this poll is non-binding; it is used only to determine the extent to which team member opinions have changed as a result of the previous analysis of the pros and cons of each strategy.

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Step C, Exercise III:

Poll Member Support for Preferred Strategies

Discussion of Member Responsibilities

1. This poll helps to identify any changes in team member support for strategies. Changes in support may have occurred after members considered the advantages and disadvantages listed in the last exercise.

2. As team leader, try to encourage brief and clear responses from team members; discourage them from advocating or discussing their preferences at this time. Emphasize that they will have ample opportunity to discuss their preferences in the next exercise. You might want to ask team members who now support a different strategy than the one they advocated initially to briefly indicate their reasons for changing.

3. This poll is an informal means of assessing the amount of consensus that exists among team members. The results will indicate the one or two most popular strategies at this time. The poll should not be considered a formal binding vote. However, only strategies receiving support in this poll will be considered for further discussion in the next exercise; strategies receiving no support will be eliminated from further consideration.

Procedures for Leading Exercise

- **Ask team members to review the newsprint lists of advantages and disadvantages for all strategies and to decide which strategy they now support.**

- **Poll team members in a roundtable fashion, asking each member in turn to indicate briefly which strategy he or she now thinks the team should plan. As you poll team members, write their names on newsprint next to the strategy they support, as illustrated in the example.**

- **When the poll is concluded, eliminate from the list any strategy that has not received support, and emphasize the strategy that has received the most support.**

- **Indicate to team members that they will now discuss the remaining strategies, focusing particularly on the strategies that received the most support from team members.**

Step C:

Select One Strategy to Plan

Exercise III: Negotiate Consensus for One Strategy

Purpose: To choose the first strategy that the team will develop.

Example: The box below contains a sample discussion and negotiation scenario culminating in the selection of a strategy the entire team can support.

Consensus Building for One Strategy

Analysis of Poll: *Since Strategy #4 (workshops for teachers and counselors) received the greatest support from team members, it becomes the focus for the team's discussion and negotiation.*

Highlights of Discussion-Negotiation: *Isabel and Roberto were the only two team members who did not support Strategy #4. Isabel was concerned that this strategy would not involve students and therefore might be harder to sell to school administrators. Sandy pointed out that because teachers and counselors would be involved in any work adjustment strategy, it was important to orient them to employer concerns before expecting them to reflect those concerns to students. Sandy indicated that employers and teachers and counselors would be in a better position to plan other strategies such as talks at the high school once they had worked together and better understood each other's needs and concerns. Isabel indicated that she could support the workshops if they led directly to some work adjustment activity for students. Roberto was concerned that the workshops might be geared primarily to the concerns of school teachers and counselors. Tom indicated that he did not have this impression, but felt that there should be an explicit effort to involve caseworkers and counselors from all key support agencies in the community. Roberto indicated that he and his organization could support Strategy #4 if this were the case.*

Modified Strategy: *The team agreed to plan and implement work adjustment workshops for teachers and counselors as a first step in developing a work adjustment program for disabled high school students. The team also agreed that counselors and caseworkers from all key community agencies will be invited to attend these workshops, and that workshop participants would later be asked to participate in planning work adjustment activities for students.*

Team Member Responsibilities

1. Agree on an initial time limit for this discussion-negotiation exercise.

2. Focus on the strategy that received the greatest support during the preceding polling exercise. This "majority" strategy will serve as the starting point for the team's discussion.

3. If you did not favor the "majority" strategy during polling, indicate whether you could still support its development by the team, either in its present form, or with modifications. (Remember that the selection of one strategy now does not preclude the development of other strategies at some future date.)

4. If you could support the "majority" strategy in a modified form, suggest specific modifications which would make the strategy more acceptable to you.

5. Negotiate modifications to the "majority" strategy in response to the conditions suggested. Use your understanding of each other's concerns to suggest compromises that address your own as well as other's issues.

6. Compromise as necessary until the team either reaches consensus or comes to an impasse. Your team leader will arbitrate negotiations and help you decide whether the team has reached consensus or should consider another strategy option.

7. If some team members are clearly reluctant to support the "majority" strategy, continue this exercise, focusing on the strategy which received the next greatest amount of team support during polling. Your team leader will help you negotiate consensus for this strategy.

8. When the team reaches consensus in support of a strategy (with or without modifications), the team will have completed this exercise.

Step C, Exercise III:

Negotiate Consensus for One Strategy

Discussion of Member Responsibilities

1. The goal of this exercise is to reach consensus about the one strategy the team will plan first. This exercise parallels the one the team undertook in Step One to reach consensus about its program focus. Before starting, it may be helpful to you to review the Discussion of Member Responsibilities on pages 43-44.

2. Focus on the "majority" strategy first. If two or more strategies tie for the most support in polling, start with the one that seems to have the best chance of attracting support.

3. Members who did not choose the "majority" strategy during polling may now be willing to support it in its present form or in a modified form. If, at this point, there is unanimous agreement to accept the strategy in it present form, the team will have completed this exercise.

4. Encourage members who do not support the "majority" strategy in its present form to identify conditions under which they could support it.

5. The goal here is to make the "majority" strategy attractive to all team members so that they can achieve consensus. It may be necessary to modify the "majority" strategy to incorporate certain perspectives of "minority" members. If the strategy is to be modified, check to make sure that all members accept the modifications before the team adopts them. Also, help members avoid the natural tendency to combine strategies and thereby form a "mega-strategy" that would prove difficult to implement.

6. The team will rely on you to suggest that consensus has been reached, and to help them recapitulate the terms of their agreement. The team will also rely on you to tell them when it may be necessary to move on to a second strategy option.

Whenever you suggest that consensus or an impasse has been reached, check your assumption with the team. Be ready to give them more time to work past impasses, if they wish to do so.

7. If the team reaches an impasse, it should focus on the strategy that received the second greatest support during polling. Remind members that considering a second strategy does not preclude the team's right to return to the "majority" strategy later on.

When the team focuses on a new strategy, it should follow the same consensus-building workflow used with the "majority" strategy: identifying present support for the new strategy; identifying conditions under which the strategy could attract unanimous support; negotiating modifications to the strategy; and determining whether consensus can be reached.

8. Once consensus has been reached, the agreed-upon strategy should be copied on newsprint.

Procedures for Leading Exercise

- **Suggest that the team establish an initial time limit of from 20-40 minutes.**
- **Begin discussing the strategy that received the most support during polling.**
- **Ask members if they would be willing to support this strategy in its present form.**
- **Ask members who would be uncomfortable with the strategy in its present form to suggest conditions under which they would support it. List these conditions and the name of their authors on newsprint.**
- **Help the team negotiate the modification(s) of the strategy.**
- **If the team agrees on a modification, change the strategy statement to reflect this agreement. Write the new version of the strategy on newsprint.**
- **Tell the team when you feel it has reached either consensus or an impasse.**
- **If the team comes to an impasse, ask members to focus their discussion on the next strategy most likely to attract unanimous support. Help them consider this and any subsequent strategy options by following the procedures outlined above.**
- **When the team reaches consensus, write the agreed-upon strategy on newsprint.**

Step D:

Gauge Community Support for Your Selected Strategy

By the end of this step your team will know the extent to which key people in your community approve of your team's chosen strategy and the team will have a general sense of the willingness of organizations to provide resources for your team's efforts.

Exercise I: Identify Key People to Consult and Decide Who Will Consult With Them

Purpose: To identify those key people in your community whose approval and/or organizational resources will insure the team's successful planning and implementation of its chosen strategy and to assign responsibilities to team members for consulting these key people.

Example: The box below contains a sample list of assignments.

Consulting Assignments

Within Member Organization	Resources	Member Assigned
Principal of High School; Superintendent of Schools	*Space for Workshops*	*Isabel*
Vocational Education Advisory Committee Chairperson; Director of Pupil Personnel Services		*Sandy*
Advisory Committee Chairperson		*Tom*
Casework Supervisor; Regional Director	*Supervisor time to help plan*	*Roberto*
Manager of Community Relations		*George*
In Organizations Not Represented on Team		
Special Education Director, State Department of Education		*Isabel*
Principal, Regional Vocational-Technical School		*Sandy*
Executive Director, United Cerebral Palsy Association		*Tom*
Director, Department of Employment Security		*Roberto*
Chamber of Commerce Director; Rotary President	*Identify companies to participate*	*George*

Team Member Responsibilities

1. Think of key people in your own organization whom you should contact to gain approval for the team's plan and to gauge the likelihood of obtaining organizational resources.
2. Identify key people in other community organizations (not represented on your team) whose approval and/or organizational resources the team needs to implement its strategy.
3. To the extent possible at this point, try to identify a few key resources (e.g., staff time and expertise, use of facilities and equipment, funding or assistance in obtaining funds) your team may need in order to plan and implement its strategy. Then identify the organization(s) you think might have each resource. Be sure these organizations are included in your list of people and organizations to contact.
4. Volunteer to contact key people to inform them of your team's work, to elicit their approval, and to gauge their willingness to contribute organizational resources.
5. Draft a description of your team's purpose, membership and chosen strategy for presentation to others outside the team.

Step D, Exercise I:

Identify Key People to Consult and Decide Who Will Consult With Them

Discussion of Member Responsibilities

1. It will be helpful to start this exercise by briefly discussing its purpose. Members now need to find out whether their own and other key organizations support the team's strategy. Support can take two forms. An organization may express approval of the team's efforts, agree that the strategy is valid, and encourage the team's work. An organization may go a step further and express a willingness to commit resources (e.g., staff time and expertise, facilities and equipment, funds or assistance in obtaining funds) to the team's efforts. At this point in the process, members will be seeking approval for the team's strategy, but they will not be asking for a firm commitment of resources. The team will be touching bases with the organizations to try to elicit, and to gauge, their interest and to lay the groundwork for the more active involvement of these organizations later on in the process.

Team members who are not the primary decision-makers in their organizations should contact the executive director, principal, president, or other appropriate decision-maker to secure support for the team's efforts. Team members who are primary decision-makers may still wish to consult with their board chairperson, superintendent or other appropriate influential contacts.

2. The team can use the following list of questions to help identify key individuals from other organizations in the community whom team members might wish to consult.

- *Are there other organizations who would have an interest in your effort to improve career education services for handicapped youth? (Example: Regional Office of State Department of Education)*
- *Are there key figures in the community whose political support would help you? (Example: mayor, city council or school committee member)*
- *Are there other organizations in the community who have resources you need or could use to implement your strategy? (Example: the Chamber of Commerce, Vocational Evaluation Center)*
- *Is there a key parent or handicapped individual whose support would help your team? (Example: Parent's group representative)*
- *Is there a key local, county, or state agency which might eventually fund your efforts? (Example: State Department of Education)*
- *Are there other organizations or individuals who might oppose your efforts if you did not consult them early in your planning? (Example: Director of Education Collaborative)*

3. Members should not now perform a thorough analysis of all the resources that will be needed. It is too early for members to be certain about the resoures they will need later. All that members should do now is to pinpoint a few key resources they think will be needed and to identify one or two organizations that might be able to provide each resource.

4. Each team member should consult with the key people within his/her own organization and with those additional community persons whom he or she knows best. Members should understand that the aim now in consulting with key people is to elicit general support; members can ask a key person whether his/her organization might tentatively be willing to commit a resource, but members should not make an outright request at this point. Firm commitments will be sought later on.

5. Point out that it is advantageous for the team to draft a brief written description to give to the individuals to be consulted. Such a description might include:

- *A statement of the need for interagency collaboration to improve services for handicapped youth*
- *A description of the team (individuals and organizations represented)*
- *A statement of the team's program focus and initial strategy*

Procedures for Leading Exercise

- **Ask team members to identify the primary decision-makers in their organizations who should be consulted about the team's developing plan.**
- **Use the above list of questions, as necessary, to help team members identify decision-makers in other organizations whose support is needed.**
- **Ask members to identify two to four key resources they think will be needed and to indicate which organizations might have those resources.**
- **Ask team members to contact decision-makers during the next week, so that they can report on these consultations at the next team meeting.**
- **Ask team members to decide on the content of a brief written description of the team and its work to be given to the individuals contacted. Make arrangements to have one team member write, type, and make copies of this description.**

Step D:

Gauge Community Support for Your Selected Strategy

Exercise II: Discuss Community Feedback and Finalize Strategy

Purpose: To report on your consultations with key people in the community, to discuss the possible implications of this feedback, and to finalize your team's chosen strategy based on an analysis of this feedback.

Example: The box below contains a sample reporting/discussion of community feedback, and a sample finalized strategy.

Feedback from Community and Finalization of Strategy

Summary of Feedback – *All organizations represented on the team expressed approval of the team's initial implementation strategy. George's supervisor suggested that other businesses in the community be briefed on the team's plan and asked to provide staff assistance. The principal of the local high school thought it would be possible to provide space, but requested that workshops be held after school hours or at times when they would not conflict with ongoing classroom responsibilities. The Casework Supervisor was interested in helping to plan the workshop content.*

All other individuals contacted were generally supportive of the team's direction. However, neither the Rotary President nor the Chamber of Commerce Director felt that they would be able to identify companies that might be receptive to the team's workshop strategy. This suggested a need for the team to consider recruitment of employers as a major task in implementing its strategy.

Finalization of Strategy – *The team decided to adopt their strategy as written, and to append to the strategy statement the above mentioned considerations.*

Team Member Responsibilities

1. Briefly tell the team about your consultations with key people in your own and other organizations and answer any questions team members may have.

2. Clarify the level of support tentatively offered by all organizations contacted by team members.

3. Assess whether the community is offering enough support for your team to successfully plan and implement its chosen strategy or whether the team should revise its strategy to elicit greater community support.

4. Remember that no one strategy is likely to attract the support of every key person or organization your team consults.

5. Finalize your team's strategy, incorporating the feedback received from the community.

Step D, Exercise II:

Discuss Community Feedback and Finalize Strategy

Discussion of Member Responsibilities

1. In reporting on their consultations, team members should indicate what type of support organizations seem willing to give to the team's efforts. They should also specify any conditions which were established by their own or other organizations as a basis for supporting the team's efforts.

2. As each team member reports on his or her consultations, capture key points on newsprint. This newsprint can then be used to help the team determine how much support was obtained for its plan. The newsprint can be organized as follows.

Organization Contacted	Approves of the Team's Plan?	Resources Discussed	Likely To Contribute Resources?

3. The team should consider that it has enough support for its plan when:

- *All organizations represented by team members express approval of the team's plan.*
- *All organizations holding resources needed for implementing the plan express at least a tentative willingness to contribute resources to the team's efforts.*

The team should consider revising its strategy only if it will thereby gain otherwise unavailable resources and backing essential to a successful implementation effort. Strategy revision should not be undertaken lightly, since your team developed consensus for this strategy using considerable time and effort. However, there will be times when the feedback from others not on the team will raise issues team members have overlooked. By considering these issues, the team can strengthen its chosen strategy and improve its chances for successful implementation.

4. Inevitably, some of the organizations contacted by team members will not support the team's plan. It is not necessary to have unanimous support, but the team does need the support of all organizations whose resources are essential for carrying out its strategy.

5. The team should finalize its strategy by considering the support obtained for the team's strategy, and by discussing ways the community feedback can be addressed in the strategy. Team members should be in full agreement about any revisions of the strategy.

Procedures for Leading Exercise

- **Ask team members to report, one at a time, on their consultations with key people in their own and other organizations, and capture their key points on newsprint.**
- **Ask the team to review the newsprint to determine if the team has sufficient support for its chosen strategy.**
- **If sufficient support is indicated, ask the team to finalize its strategy, incorporating community feedback where possible.**
- **If sufficient support is lacking, ask the team to identify the support still needed, and to discuss ways in which to obtain it. After ways for obtaining support have been identified, suggest to team members that they add an additional meeting to their planning schedule so they can secure the support and finalize their strategy.**

Stage Three

Developing an Action Plan

Introduction to Stage Three

In Stage Three, your team will identify and assign the tasks necessary to implement the strategy chosen in the last stage. You will then develop a concrete action plan and seek support for that plan from your own organizations and other key organizations in the community. The planning work in this stage is divided into three steps.

In Step A, your team will develop a list of tasks necessary to implement its strategy. Then you will decide the order in which these tasks should be performed and develop a timetable for performing them.

In Step B, team members will volunteer to perform each of the tasks. Your team will also decide how to monitor the performance of these tasks in order to address any obstacles that may arise. Your team will then draft a concrete action plan.

In Step C, your team will identify and consult with key decision-makers in your community in order to secure support for the team's action plan. Your team will assess the feedback from key individuals and organizations in the community and finalize its action plan.

Introduction to Stage Three

In Stage Three, your team will work out the details of an action plan for implementing its strategy. For many members this may be the easiest part of the planning process. Having collaboratively developed a planning focus acceptable to all team members, the team should have little difficulty performing the more straightforward aspects of planning.

In Step A, members are asked to identify all the major tasks they must accomplish to implement their strategy. They will consider which people need to be involved, what arrangements for facilities and materials need to be made, and what subject matter or specific issues (e.g., topics for the workshops) need to be addressed. Team members will also set a timetable for performing these tasks and establish an approximate date for implementing their strategy.

In Step B, members are asked to volunteer to perform the tasks identified and to decide what resources (if any) they will use during task performance. Team members will then be ready to draft an action plan that they can show to others outside the team.

In Step C, team members will consult with key individuals in their own and other organizations in the community to secure support for the team's action plan. If necessary, the team will modify its plan to incorporate community concerns and then finalize its action plan.

Before the team begins to carry out the tasks involved in its plan, it will establish a regular meeting schedule to monitor task performance and to revise the action plan as necessary. By committing to this new meeting schedule, team members will help insure that the team carries out the work it has planned.

To orient team members to Stage Three, use either or both of the following procedures. Then ask team members if they are ready to begin Stage Three.

1. Ask team members to read the "Introduction to Stage Three," and answer any questions that they may have.
2. Walk team members through Stage Three. Have them turn to the following examples for exercises and point out how the team will be performing similar planning during this stage:

- Step A, Exercise II, (Member's Guide, page 25; Leader's Guide, page 72). Presents tasks and timetable for implementing a strategy.
- Step B, Exercise I, (Member's Guide, page 26; Leader's Guide, page 74). Illustrates a task assignment, the work involved in that task, and the resources to be used.
- Step B, Exercise III, Sample Action Plan (Member's Guide, pages 29-30); Leader's Guide, pages 80-81). Features an action plan to present to key organizations in order to elicit their support.

The following boxes contain a suggested timetable for your team's remaining work. Feel free to alter this timetable to meet the needs of your team.

Third Planning Meeting

Approximate Time Schedule to Complete Stage Two and Perform Stage Three

		Stage Two:	
Step D:	*Exercise II*	*Feedback/Finalize*	*30 minutes*
Coffee Break			*15*
		Stage Three:	
Orientation to Stage Three with questions and answers			*15*
Step A:	*Exercise I*	*Identify Tasks*	*30*
	Exercise II	*Sequence/Timetable*	*30*
Coffee Break			*10*
Step B:	*Exercise I*	*Assignments*	*20*
	Exercise II	*Monitor Tasks*	*25*
	Exercise III	*Draft Action Plan*	*45*
Coffee Break			*5*
Step C:	*Exercise I*	*Consult Community*	*20*
Review day's decisions and work for next meeting			*5*

Fourth Planning Meeting

Approximate Time Schedule to Complete Stage Three

		Stage Three:	
Step C:	*Exercise II*	*Feedback/Finalize*	*45 minutes*
Looking Ahead to Implementation			*15*

Step A:

Identify and Sequence Tasks

By the end of this step your team will have determined which tasks are necessary for implementing your chosen strategy. Your team also will have decided the order in which these tasks should be performed and have developed a timetable for performing them.

Exercise I: Identify the Tasks Your Team Needs to Perform

Purpose: To develop a comprehensive list of all the major tasks necessary to implement your team's strategy.

Example: The box below contains a sample list of the major tasks involved in implementing employer-taught work-adjustment workshops for teachers and counselors, as well as questions used to elicit these tasks.

List of Major Tasks and Questions to Elicit Them

What People Need to Be Involved (Planners, Staff, Participants)?

- Recruit resource people to help plan content and format of workshops
  —*employers who can help identify specific work adjustment skills, consultants who can suggest possible formats, etc.*
- Recruit people to conduct the workshops
  —*a training director from business and industry, several employed handicapped persons, a career education specialist from the department of education, etc.*
- Recruit participants for the workshops
  —*decide how many participants there will be, which organizations will be invited to participate, how to recruit them, etc.*

What Arrangements for Facilities and Materials Need to Be Made?

- Select place and times for the workshops
  —*consider both school and non-school locations, try to schedule after-school hours*
- Make scheduling and materials arrangements
  —*announcement of workshops to participants, preparation of audio-visual aids, agendas, handouts, etc.*

What Subject Matter or Content Needs to Be Planned?

- Plan content (subject matter) to be included in workshops
  —*decide what specific work adjustment skills will be covered*
- Design a format for the workshops
  —*decide on how many workshops, how long they will be, how much will be lecture, small group discussion, audio-visual presentations, etc.*

Team Member Responsibilities

1. Considering issues such as (1) the subject matter to be planned, (2) the people to be involved, and (3) arrangements to be made, identify all the major tasks that are necessary to carry out your chosen strategy.

2. Clarify these tasks so that they are understandable to team members, adding brief descriptions of the tasks as necessary.

Step A, Exercise I:

Identify the Tasks Your Team Needs to Perform

Discussion of Member Responsibilities

1. The goal of this exercise is for team members to identify all the major tasks the team must perform in order to implement its strategy. As you will notice in the example for this exercise, three questions (dealing with people, facilities and materials and subject matter) are asked in order to assist team members in identifying the major pieces of work they must accomplish. These questions are not comprehensive, and they should be used only as a starting point for the exercise. Members may be able to identify additional tasks that are not directly related to these questions.

2. Team members may sometimes find it helpful to add brief descriptions of the actions and decisions involved in carrying out each major task. As team leader, try to help the team distinguish between major tasks and minor tasks or subtasks. The latter can usually be included in the description appended to each major task. You should also encourage the team to study their list of tasks to make sure that it is comprehensive, before concluding the exercise.

Procedures for Leading Exercise

- **Write on a separate sheet of newsprint each of the three questions designed to elicit major tasks, as well as any additional questions you think would be helpful.**
- **Considering one question at a time, ask team members to identify major tasks in response to each question: record member suggestions on the appropriate sheet of newsprint.**
- **Ask team members to review the tasks they have identified to insure that each task represents a major piece of work. If any minor tasks are found, ask team members to include them under an appropriate major task.**
- **If necessary, ask team members to restate each major task so that it is easily understood, and write final task statements on a new sheet of newsprint. As each task is stated, ask members if they wish to add a brief description of the work involved.**
- **When all tasks have been restated and described, ask team members to take a couple of minutes to review the list to make sure that it is complete.**

Step A:

Identify and Sequence Tasks

Exercise II: Sequence Tasks and Develop a Timetable for Performing Tasks

Purpose: To decide the order in which tasks should be performed and to determine when they will be initiated and completed.

Example: The box below contains a sample task sequence and timetable.

Tasks and Timetable for Implementing Strategy

	Initiate	Complete
First Task: *Recruit employers and handicapped employees to help conduct workshops*	*April*	*June*
Second Task: *Recruit staff from member organizations to work with employers to plan workshops*	*May*	*May*
Third Task: *Plan subject matter of workshops*	*June*	*July*
Fourth Task: *Develop a format for the workshops*	*July*	*July*
Fifth Task: *Schedule time and place of workshops*	*July*	*August*
Sixth Task: *Recruit workshop participants*	*August*	*August*
Seventh Task: *Develop materials for workshops and make last minute scheduling arrangements*	*August*	*September*

Projected Date for First Workshop: *September*

Team Member Responsibilities

1. Identify the order in which the tasks should be undertaken, and assign dates for initiating and completing each task. Remember that some tasks can be performed at the same time.

2. Using the overall timeframe you have established, determine an approximate implementation date for your strategy. Be realistic; give yourselves plenty of time.

Step A, Exercise II:

Sequence Tasks and Develop a Timetable for Performing Tasks

Discussion of Member Responsibilities

1. It will be helpful to start by asking team members to identify the tasks to be undertaken first and last and to assign dates to those tasks. Remind the team that the completion date for the last task will be approximately the time when the team will be ready to put its strategy into action. The team can then decide the order for the rest of the tasks and assign dates. Point out that overlapping tasks can be scheduled, since different team members will be carrying out various tasks. Throughout this exercise encourage the team to give itself plenty of time – most teams tend to underestimate the time they will actually need.

2. Once all tasks have been sequenced and a reasonable timetable arranged, ask team members to set an approximate implementation date for their strategy.

Procedures for Leading Exercise

- **Ask team members to discuss and decide which task should be undertaken first and to decide when this task should be initiated and completed. Record this decision on newsprint.**
- **Ask team members to discuss and decide which task should be undertaken last and to decide when this task should be initiated and completed. Record on newsprint.**
- **Ask team members to discuss and decide the order of the remaining (intervening) tasks and to decide when they should be initiated and completed. Record these decisions as they are made.**
- **Ask team members to review the resulting sequence and timetable to make sure that they understand and are satisfied with them.**
- **Ask team members to determine an approximate date for the implementation of their strategy.**

Step B:

Develop an Action Plan

By the end of this step, your team will have assigned all its major tasks, decided how their performance will be monitored, and drafted an action plan which can be shown to key people in the community.

Exercise I: Assign Responsibility for Carrying Out All Tasks

Purpose: To assign responsibilities to team members for carrying out all major tasks, to further clarify what needs to be done to accomplish each task, and to determine which resources, if any, will be used.

Example: The following box shows a sample task assignment, the work involved in the task, and the resources which will be used to perform the task.

Task Assignment, Related Work, and Resources

Task	Who Will Perform It	Work Involved	Resources To Be Used
Recruit employers to help conduct workshops	*George, with Roberto's help*	*-Make presentations at Lion's Club and Chamber of Commerce asking for volunteers* *-Send letter to all major employers in community* *-Meet with employer volunteers*	*-Contacts with Lion's Club president and Chamber of Commerce director* *-Secretarial assistance from school department* *-Conference room at George's company office*

Team Member Responsibilities

1. Before assigning tasks, briefly discuss the work involved in each task, and the resources which might be used to perform the task.
2. Volunteer to carry out the task that most draws upon your expertise and best utilizes the resources of your organization. (Consider your work schedule to make sure that you will have sufficient time to carry out this task.)
3. Keep in mind that a particularly demanding task can be shared by two or three team members, as long as all other tasks are covered.
4. Make sure that tasks are fairly evenly divided among team members.

Step B, Exercise I:

Assign Responsibility for Carrying Out All Tasks

Discussion of Member Responsibilities

1. Before beginning this exercise, prepare several newsprint sheets using the format shown in the example on the opposite page. This format will help the team to briefly describe the work involved in each task and the resources which might be used in performing it.

2. Once team members have described the work and resources involved in each task, ask them to volunteer for the task that will best utilize their expertise and the resources of their organization. It may be necessary for members to negotiate task assignments until members are reasonably satisfied with their assignments and all tasks are covered.

3. Since some tasks may be more demanding than others, you may need to encourage more than one member to volunteer for such tasks.

4. Ideally, all team members should have about the same amount of work to do. Before concluding this exercise, check to make sure that members find their assignments reasonable.

Procedures for Leading Exercise

- **Considering one task at a time, ask team members to briefly describe the work involved in the task and the type of resources that might be used in carrying out the task. Note this information on newsprint (see format on opposite page).**
- **Briefly review the first task, and ask for a volunteer. Record on newsprint the name(s) of the volunteer(s). If no one volunteers, move to the next task.**
- **Use the same procedure to consider the remaining tasks.**
- **Point out to team members any tasks for which no one has volunteered, and any tasks for which more than one member has volunteered. Ask members to negotiate the assignments of these tasks so that all tasks are covered and work is fairly equally distributed among members.**
- **Check to make sure that members are comfortable with the resulting task assignments.**
- **Ask team members to make a note of any of the newsprint information (work involved or resources to be used) which might be helpful to them in carrying out their assignments.**

Step B:

Develop an Action Plan

Exercise II: Determine How and When To Monitor Task Performance

Purpose: To decide how and when to monitor the performance of tasks so that the team can help members address any obstacles that arise.

Example: The box below contains a sample procedure for monitoring tasks.

Monitoring Procedure

Schedule

The team will meet at 9:00 a.m. every other Thursday from April through August to report on progress and to revise future tasks if necessary.

Key Issues To Discuss

- *How each task has been carried out, key achievements, key obstacles encountered and how they were overcome*
- *How each task, if still ongoing, could be performed more productively*
- *Whether there is a need for more information and, if so, how it will be obtained*
- *Whether there is a need to involve other individuals or organizations in the team's effort and, if so, how they will be involved*
- *The extent to which future tasks may need to be revised based on the results to date*

Team Member Responsibilities

1. Determine a regular meeting schedule for the team to monitor the progress of task performance. Specify the frequency of these meetings and the dates and times when they will occur.

2. Make sure that you and your fellow team members can commit yourselves to this meeting schedule.

3. Identify some of the key issues that you will address in order to monitor task performance and to revise your action plan when necessary.

Step B, Exercise II:

Determine How and When To Monitor Task Performance

Discussion of Member Responsibilities

1. Although team members will soon complete their planning process, their work, in a sense, has just begun. Regular meetings are essential during task performance. By meeting regularly all members keep abreast of the team's progress and can help each other solve the problems that inevitably arise. The task timetable your team has established will, to some extent, dictate how frequently your team needs to meet. For example, if implementation is to be accomplished in one month, weekly meetings might be needed. To sustain communication and team momentum over a longer implementation period, team meetings should be held at least monthly.

2. Emphasize to team members that they should establish a meeting structure they can honor. Frequent team meetings are helpful only when there is full member attendance. Nothing is a greater damper to collaboration than poor attendance.

3. Encourage members to list the issues they will need to keep in mind when monitoring their own task performance and when discussing other tasks with team members in ensuing sessions. Team members can use the issues provided in the example as a springboard for identifying their own concerns.

Procedures for Leading Exercise

- **Briefly describe the need for monitoring sessions.**
- **Ask team members to consider the timetable they established for carrying out tasks and to suggest a meeting structure (weekly, bi-weekly, monthly) that will enable them to monitor their progress.**
- **If members are not in agreement on the frequency of meetings necessary, ask the team to negotiate their differences until consensus is achieved.**
- **Ask members to negotiate the day, time, and place for these regular meetings and to mark the appropriate dates on their calendars.**
- **Ask members to identify issues they'll need to discuss at monitoring sessions.**

Step B:

Develop an Action Plan

Exercise III: Draft an Action Plan

Purpose: To prepare an action plan describing the team and its major planning decisions to present to others outside the team.

Example: The following box indicates the key information that should be included in your team's action plan. Please refer also to the sample action plan on pages 29-30).

Components of an Action Plan

1. *Description of the team, its members, its history, and its overall purpose*
2. *Statement of the team's program focus (chosen in Stage One) with brief rationale*
3. *Statement of the team's initial strategy (chosen in Stage Two) with brief rationale*
4. *Statement of major tasks the team will perform and timetable (chosen in Stage Three)*
5. *Projected date for implementing the team's strategy*

Team Member Responsibilities

1. Review the newsprint records of your team's program focus, initial strategy, and tasks and timetable. Suggest any revisions that may be necessary to make the statements more accurate or more clearly understandable to persons not on the team.

2. Discuss the information you want to present in the rationales for your program focus and strategy and in the statement of overall purpose, membership and team history. Work together to draft these pieces of the action plan. (You may first want to review the sample action plan presented in this exercise.)

3. Arrange to have the plan edited, typed, duplicated, and distributed to team members.

Step B, Exercise III:

Draft an Action Plan

Discussion of Member Responsibilities

1. Before conducting this exercise, find the newsprint sheets stating the team's program focus (chosen at the end of Stage One), its initial strategy (chosen at the end of Stage Two) and the major tasks and timetable (identified in Step A of Stage Three), and post them. Ask members to look at these statements objectively to see whether they are likely to be understood by persons outside the team. The team should make any necessary revisions, paying particular attention to the rewording of jargon and "shorthand" notations.

2. It may be helpful for the team to take a few minutes to read the sample action plan (Members' Guide, pages 29-30); Leader's Guide, pages 80-81) to get a sense of tone and content, before fleshing out their action plan. Ask the team to briefly discuss why it chose its particular program focus and initial strategy and to agree on two brief rationale statements. Then ask members to formulate an overall statement of purpose, a statement of team activities to date, and a listing of team members and their organizational affiliations. Record on newsprint.

3. Ask someone to volunteer to redraft/edit the team's action plan. The plan should be typed, duplicated, and distributed to members within two or three days so they can give copies to the people they consult in the community.

Procedures for Leading Exercise

- **Post the newsprint records of the team's chosen program focus, strategy, tasks and timetable. Ask members to suggest rewording (if needed) for accuracy and for clarity to non-team members. Record revised statements.**
- **Ask team members to agree on the information to be included in the rationales for the program and strategy, the team's overall purpose, and team history.**
- **Ask for volunteer(s) to redraft, type, duplicate and distribute the plan within the next few days.**

Example – Action Plan

Description of Team

Purpose: *Our team began meeting in the winter of 1980 to address the need to improve career-related opportunities for handicapped youth in our community. We felt that interagency collaboration was needed in order to strengthen present programs for handicapped youth and to develop new, more responsive programs.*

Membership: *Our collaborative planning team is made up of the following individuals and organizations:*

- *Sandy Smith, Vocational Guidance Counselor, Hinsdale High School*
- *Isabel Santes, Director of Special Education, Hinsdale Public Schools*
- *Tom Handeman, Director, Association for Retarded Citizens*
- *Roberto Ianerella, Director, Hinsdale Office, State Rehabilitation Agency*
- *George Bell, Personnel Manager, Telsit Corporation*

Team History: *During the course of several in-depth planning meetings, our team has chosen an overall program focus that we all agree is critical, an initial strategy which will enable us to implement an important piece of this program, and a series of major tasks which we are ready to carry out in order to get our strategy in place by September, 1980. These components of our action plan are described below.*

We welcome your reactions to our plan and will do our best to incorporate your suggestions as we begin to implement our first strategy.

Example – Action Plan (continued)

Description of Team

Program Focus: **Work Adjustment for Handicapped High School Age Youth**

We feel that handicapped youth need to learn basic skills that would enable them to hold entry level jobs. We are all aware that many handicapped youth lose their jobs shortly after placement. We feel that this situation could be remedied if these youth could have a more realistic picture of work, an understanding of the importance of personal appearance and being on time, an awareness of how to get along with co-workers and supervisors, and other skills that would improve their adjustment to the work setting.

Initial Strategy: **Work Adjustment Workshops for Teachers and Counselors**

Although there are many ways to approach the need for work adjustment programming, we felt that the best place to start would be the training of teachers and counselors who work with handicapped youth. This strategy will be a good foundation for future efforts and can be achieved with a moderate investment of time and resources. We therefore decided to plan a series of workshops for teachers and counselors to help prepare them to teach work-adjustment skills to handicapped youth.

Tasks and Timetables: *After considering the work to be done in order to implement these workshops, we agreed on the following tasks:*

1.	*Recruit employers to help conduct workshops*	*April-June*
2.	*Recruit school and agency staff to work with employers in planning workshops*	*May*
3.	*Plan topics to be addressed in workshops*	*June-July*
4.	*Develop format for workshops*	*July*
5.	*Schedule workshops*	*August*
6.	*Recruit participants*	*August*
7.	*Develop materials*	*September*
8.	*Hold first workshop*	*September*

Step C:

Gauge Community Support for the Team's Action Plan and Finalize Plan

By the end of this step, your team will have consulted with key individuals in the community and have finalized your action plan.

Exercise I: Identify Key People To Consult and Decide Who Will Consult With Them

Purpose: To identify key individuals or organizations whose support is needed for implementing the action plan, and to decide who will contact them.

Example: The box below contains the sample list of consulting assignments presented in Step D of Stage Two.

Consulting Assignments

Within Member Organizations

Isabel	– *Principal of High School; Superintendent of Schools*
Sandy	– *Vocational Education Advisory Committee Chairperson; Director of Pupil Personnel Services*
Tom	– *Advisory Committee Chairperson*
Roberto	– *Casework Supervisor; Regional Director*
George	– *Manager of Community Relations*

In Organizations Not Represented on Team

Isabel	– *Special Education Director, State Department of Education*
Sandy	– *Principal, Regional Vocational-Technical School*
Tom	– *Executive Director, United Cerebral Palsy Association*
Roberto	– *Director, Department of Employment Security*
George	– *Chamber of Commerce Director; Rotary President*

Team Member Responsibilities

1. Review the list of key decision-makers which your team identified and consulted in Step D of Stage Two, and decide which of these individuals should be consulted again.

2. Identify any additional individuals or organizations whose support would increase the team's ability to implement its action plan successfully.

3. Volunteer to contact the individuals in your own organization and those in other organizations whom you know well.

4. Decide what kind of support the team will request from each individual and/or organization.

Step C, Exercise I:

Identify Key People To Consult and Decide Who Will Consult With Them

Discussion of Member Responsibilities

1. Before beginning this exercise, find the list of key decision-makers team members consulted at the end of Stage Two and post it. Team members should then review this list and determine which of these individuals they should again consult to gain support for the team's action plan. The team may decide that it would be either unproductive or unnecessary to consult some of these individuals based on their earlier reaction to the team's efforts.

2. Team members should now be able to identify additional individuals or organizations whose support for the team's plan is either advantageous or necessary. In particular, members should identify organizations holding resources the team would like to tap as it carries out its tasks and puts its strategy into action.

3. Members should then volunteer to contact key decision-makers in their own organizations and any other key people in the community whom they know well. Consulting assignments should be fairly evenly divided among team members.

4. Team members should discuss and decide exactly what type of support they will request from each individual and organization to be contacted. Now that team members have identified the major tasks to carry out, they may wish to request specific resources. For example, team members might want to ask for staff assistance in planning the workshops, for space in which the workshops can be held, for money to help subsidize the workshops, or for a commitment to send staff to the workshops. Team members should take plenty of time to clarify exactly which resources and other active support they need to secure.

Procedures for Leading Exercise

- **Post on the wall the list of key decision-makers previously consulted by the team, and ask team members to decide which of these individuals should be consulted again.**
- **Ask team members to identify any additional individuals or organizations whose support is needed.**
- **Ask team members to volunteer for consulting assignments.**
- **Ask team members to discuss and decide what type of support will be requested from each individual or organization consulted.**

Step C:

Gauge Community Support for the Team's Action Plan and Finalize Plan

Exercise II: Discuss Community Response and Finalize Action Plan

Purpose: To report on consultations with key individuals and organizations in the community, to assess the amount and type of support obtained for the team's action plan, and to finalize the plan.

Example: The following box contains a sample list of questions that will help your team to report and analyze community support and then finalize your action plan.

Discussion Questions

Reporting on Consultations

- *What support was requested?*
- *Was this support obtained? If not, why not?*
- *What were the aspects of the action plan which the individuals consulted liked most and least?*

Assessing Community Support

- *Did the individuals consulted suggest any specific changes in the action plan? What were these changes?*
- *Does the individual's or organization's support for the team's plan hinge on your making these changes?*
- *How crucial is the support requested from this individual or organization? Can similar support be obtained from other organizations not yet consulted?*

Finalizing Action Plan

- *Does the plan command sufficient support to be finalized as is?*
- *Can community concerns be incorporated easily into the action plan without altering features that members feel are essential?*
- *If the plan must be revised in order to obtain sufficient community support, to what extent are team members willing and able to make these revisions?*

Team Member Responsibilities

1. Briefly report on your consultations with key individuals and organizations in the community.

2. Clarify the type and amount of support offered for the plan by each of the organizations and individuals consulted.

3. Assess whether the community is offering sufficient support to insure successful implementation of the team's plan.

4. Discuss and negotiate any revisions in the plan that your team agrees are necessary to gain additional community support.

5. Finalize your team's action plan.

6. Review the schedule for future monitoring meetings. Specify the agenda and date for the next meeting.

Step C, Exercise II:

Discuss Community Response and Finalize Action Plan

Discussion of Member Responsibilities

1. In reporting on their consultations, team members should indicate what type of support was requested and how much of that support was obtained. They should also specify any conditions which were established by their own or other organizations as a basis for supporting the team's action plan.

2. As each team member reports on his or her consultations, try to capture the key points on newsprint. This newsprint can then be used to help the team determine how much support was obtained for its action plan. The newsprint can be organized as follows:

Organization Contacted	Support Requested	Support Obtained

3. The team should consider that it has enough support for its plan when all organizations holding key resources upon which the plan depends have agreed to support the team's efforts. At the least, all organizations represented by team members should be committed to helping the team carry out its action plan.

4. At this point, the team should consider revising its action plan only under two conditions:

- *If it can thereby attract essential resources and support that would otherwise be unavailable*
- *If community response raises issues (previously overlooked by members) that would significantly strengthen the plan.*

5. To finalize its action plan, the team should discuss the support offered and consider ways in which community concerns can be incorporated into the plan. Team members should be in full agreement about proposed revisions before they are adopted.

Procedures for Leading Exercise

- **Ask team members to report on their consultations with key people in their own and other organizations. Record their key points on newsprint.**
- **Ask the team to review the newsprint to determine if the team has sufficient support for its action plan.**
- **If sufficient support is indicated, ask the team to finalize its action plan, incorporating community concerns where advisable.**
- **If sufficient support is lacking, ask the team to identify the type of support still needed, and to discuss ways in which the support could be obtained. After ways for obtaining the needed support have been identified, suggest that team members add an additional meeting to their planning schedule to report on their further efforts to secure support and to finalize their action plan.**
- **Ask the team to schedule its next meeting for monitoring progress and to briefly plan the agenda.**

Looking Ahead

Congratulations! You have now completed this collaborative planning process.

You have a realistic plan for improving career education services for handicapped high school age youth, a team committed to carrying out this plan, and sufficient community support to insure successful implementation of the plan.

You have also established a regular meeting schedule to monitor your progress in carrying out your tasks, and to revise your plan should it be necessary. If any difficulties arise during your implementation efforts, your team leader will help you to deal with them.

In the future this planning process can be used to help you plan additional strategies which build upon your first strategy or to help you plan new programs. For example, your team may wish to plan more of the strategies identified in Stage Two or to identify new strategies which you did not think of the first time. Once your team reaches agreement about which strategy should be planned next, you can develop an updated action plan by repeating the process outlined in Stage Three. If your team agrees that a new program focus is necessary, you may want to repeat all three stages of this planning process. Regardless of how much of the process you repeat, you can be sure that your team will perform the exercises in this guide more effectively and efficiently now that you are familiar with them.

In fact, your first collaborative effort is the most difficult one, both in terms of planning and implementation. Having successfully planned and implemented one program strategy, your team will have created a momentum upon which to build future collaborative efforts.

Looking Ahead

Now that your team has completed this planning process, you can breathe a sigh of relief! No more exercises to lead, no more group dynamics to manage, and no more newsprint sheets to put up and take down. Right?

Well, not quite.

Your job as team leader is not over, just entering a new phase.

True, your eyes need no longer be glued to this planning manual. You won't have to fill up so many endless sheets of newsprint, and your team's work will be more action-oriented. However, there will inevitably be times when your team has to return to the drawing board to revise a particular task that can't be carried out as expected. There will be endless arrangements to manage. And someone (guess who?) will have to help the team manage conflicts and maintain perspective and optimism during its implementation effort.

Chapter Five in this Handbook has been designed to help you with this ongoing management role. The chapter also provides suggestions about evaluation and future planning efforts. Before the next team meeting set aside some time to review Chapter Five and think about some of the issues raised in it.

4

Team Dynamics

Chapter Abstract:

Team members must be able to manage their diversity, evolve a sense of ownership in their collaborative venture, and achieve consensus about their goals. They may have to address attendance problems, membership changes, and the concerns of their own and other organizations. And members will need to understand and adapt to the somewhat unfamiliar aspects of this collaborative planning process. Ways in which the team leader can help the team deal with these dynamics are suggested in this chapter.

Diversity

The most profound dynamic affecting the team is that of diversity. Each member brings to the team a unique set of perspectives, expertise, and resources. To the extent that members learn to understand and respect each other's differences, the following benefits are likely to accrue from the team's diversity.

- **More comprehensive information about existing services: All team members will have information about the kinds of services their organizations are currently providing to handicapped youth; when this information is shared, members will find it easier to identify the gaps among existing services.**
- **Greater understanding of the needs of the client population: Since all team members and their organizations deal with handicapped youth in different ways, they may perceive different needs; a broader perspective on the needs of handicapped youth should emerge.**
- **More comprehensive resources:**
Each organization represented on the team has resources (e.g., expertise, funds, equipment, materials, etc.) which other organizations do not have and about which they may not even be aware; when these resources are shared, better services can be developed.
- **Greater understanding of how resources can be pooled: Once team members are aware of the resources that exist, the range of needs that exist, and the range of services currently being provided, they are likely to perceive ways of pooling resources to address gaps in services.**

This collaborative planning process has been designed to capitalize on these benefits. The process creates a forum for all members to air their perspectives and contribute information. It allows for the recognition and eventual negotiation of different perspectives. And it creates opportunities for members to draw upon the collective expertise and resources of the team.

The process alone, however, cannot stem the often powerfully divisive impact of diversity. Perspectives can clash. The all-too-common tendency toward protecting one's turf can generate mistrust, an insistence on one's own perspective, and a refusal to acknowledge and respect others' contributions. In short, members can lose sight of the positive aspects of their differences, distance themselves from each other, and forget that sharing leads to benefits that far outweigh any benefits that can be realized unilaterally.

As team leader, you will have to continually remind members of the above-mentioned benefits that can result from diversity. You will also have to emphasize that none of these benefits can be realized unless members are willing to acknowledge and listen to one another. An atmosphere of equality and respect must be nurtured. This may mean that occasionally it will be necessary for you to challenge the authority of certain members who try to dominate the group, and draw out members who are reticent in expressing their opinions and perspectives. You will have to affirm that members are ultimately partners pursuing a common cause – that differences need not generate competition and alienation, but rather can add richness in terms of perspective and resource availability.

Ownership and Alienation

Ownership and diversity go hand in hand. **Ownership implies a sense of responsibility for, and identification with, the team and its work.** Ownership develops only when members feel that their concerns have been recognized, respected, and incorporated by the team. If a team member's concerns are not heard, it is unlikely that he or she will be willing to listen to the concerns of others; it is also unlikely that this member will feel any responsibility for the decisions made by the team. On the other hand, members who are encouraged to state their concerns openly and who can see their concerns influencing the decisions made by the team, are much more likely to feel responsible for the work of the team. When members know they have helped shape a decision, they will have a stake in implementing that decision. Members who feel ownership are also more likely to volunteer their personal and organizational resources when the team needs them. They are more energetic and creative participants who are willing to hold themselves and other team members accountable. And they are likely to be the most vigorous supporters of team decisions both within and outside the context of the team.

As team leader, there are several situations in which you may be called upon to assist members in taking or feeling greater ownership in the team's work. **If a member is not contributing to the team's work, that is a possible sign that the member feels a lack of ownership.** The member may feel that his or her concerns are not relevant to the team (for example, a business representative who knows very little about handicapped youth), or he or she may be somewhat reticent in expressing opinions, tending to defer to more vocal members. Try to draw this member out during the meeting. ("Jim, what do you think about Bob's point? As a businessman, you may have a different perspective that we can all learn from.") Or try to catch the member after the meeting and remind him or her how much the team needs his/her perspective.

When there is one member who tries to dominate team discussions – answering every question and responding to every issue – other members may feel alienated and lose their sense of ownership in the team's work. In such an instance, you will need to intervene during the meeting. ("It seems that we're letting Bob do all our thinking for us. The rest of us must have some concerns we want to raise. Mary, how about you?") An alternate intervention is to talk to the dominating member after the meeting. ("Bob, I'm impressed by your enthusiasm and grateful for all your participation, but I'm a little concerned that other members are not raising their concerns. I would really appreciate it if you could help me to draw out Bill and Sally and some of the other members who haven't said much in our discussions.")

Moreover, the planning process itself contains built-in checks and balances which will help you equally distribute the amount of time available to members to express their concerns. The roundtable procedure, for example, is specifically designed to insure the participation of every team member. Brainstorming, clarification, advocacy, and polling exercises are all conducted in a roundtable fashion. While the roundtable procedure may seem a bit structured and artificial at first, keep in mind that it is used to establish a precedent of equal participation of team members.

Ownership problems can also arise among members holding a minority opinion. During discussion exercises these members may often require some support from you as team leader. This is especially true when there is only one team member with a minority viewpoint. When there is pressure to come to consensus, the minority member may tend to give in to the majority view without expressing his or her reservations. This is somewhat dangerous, because it may cause that member to feel less ownership in the team's decisions. By encouraging minority members to express their reservations and concerns and by helping the team to deal with these, you will insure the minority member's continued feeling of ownership.

Usually when members disclaim responsibility for the team's previous decisions, it is because they did not fully express their concerns in the decision-making process, or because they did not fully understand the decision made by the team. By encouraging full participation and checking to make sure that all decisions are understood and accepted, you will greatly reduce the possibility that members will later disclaim responsibility for decisions. However, should this situation occur, you may have to recount the previous decision-making process, clarifying key issues that were discussed and how consensus was achieved. If the member's concerns can now be easily incorporated into the previous decision, or if the concerns can be incorporated in future planning, you should try to have the team do so.

Accountability is integrally related to ownership. **When a member reneges on a commitment (for example, misses a meeting or doesn't follow through on an assignment), it may be that the member feels a lack of identification with, or responsibility to, the team.** You may then have to intervene – to assert to that member that s/he does play a central role in the team's effort and to ask the member to follow through on his or her commitment. This must be done very carefully, without unduly embarrassing the negligent member. Sometimes it is better that you speak to him or her after a meeting. ("Mary, the information you volunteered to bring to today's meeting will really help us to make a critical decision. Could you have it for us at the next meeting so that we don't get too far off schedule?") Such positively slanted interventions will let members know that the team depends on them. Interventions which embarrass negligent members may alienate them and further decrease their ownership in the team. When team members hold each other accountable, try to insure that this is done in a positive manner. This may involve trying to make the incident more general and impersonal ("This is something we all need to be aware of, not just Mary. The real issue is that we are all depending on each other and that individual actions affect the work of the whole team.")

It should be clear that such interventions encouraging ownership are not easy to make. They require a great deal of diplomacy. As team leader, you are working to make sure that each person on the team is heard and respected. This means not taking sides, or taking both sides, which is clearly a difficult thing to do. However, as you begin to support each member when he or she most needs it, you will be delivering a very important message: "We all need support." You will also be setting an example for the team. When members feel supported by you and recognize the value of your support, they may more readily support each other.

One further point about encouraging ownership: although interventions are sometimes needed to remedy a situation (for example, to encourage someone to speak up, to listen, to be accountable), it is equally important to intervene occasionally to acknowledge or to praise. Sometimes just restating what a member is saying helps the member feel "heard" and valued and helps the team acknowledge that member's contribution. ("I see, John. What you're saying is that..."). At other times, outright praise ("That's a great idea, John.") will do wonders to help a member value his or her contribution to the team or to help other members see what this member has to offer. Of course, praise should be spread around, so that members do not feel that you are playing favorites. And, certainly, you need to mean it; otherwise members may feel patronized. You needn't be effusive, but there will be strategic moments when praise can make a great deal of difference in how members feel about their presence on the team.

Alliances and Polarization

The development of alliances among team members with similar perspectives can be a first step in the building of team consensus. When several team members support a given program or strategy (as reflected in advocacy, polling, and discussion exercises), they begin to build a base of support for that program or strategy that will insure its serious consideration by the team. To the extent that allied members gradually win the support of other team members, consensus begins to develop and the team's decision-making process is greatly simplified.

In fact, unless team members ally with one another, it is unlikely that their preferences will be adopted by the team. It is a reality of the negotiation and consensus-building process that the majority view influences team decisions more than minority views; the larger the majority, the more this is true. **While decision-making must not become a win/lose dynamic and the team must make every effort to accommodate minority concerns, members must be helped to recognize that they are more powerful when they link with others.**

Sometimes this linking with others happens spontaneously, either because members' concerns are strikingly similar or because members are able to discover their commonalities with each other. However, there are times when alliances will form more consciously, with members engaging in considerable negotiation and compromise before they adopt similar positions. Alliances that form in this conscious manner are especially valuable in moving the team toward consensus, since they involve a mutual movement away from competing perspectives toward more complementary perspectives.

However, it is important for you as team leader to realize that alliances do not always result in a positive dynamic that moves the team forward. These are times when alliances can result in frustrating, competitive interactions among team members. This usually happens when two equally strong alliances form, with each supporting a different, if not opposite, perspective. This dynamic, which we refer to as **polarization,** can thwart the development of consensus if it is not handled carefully. Members who polarize (whether as two individuals or as two groups of individuals) usually have trouble hearing each other. They become inflexible in their positions, repeat the same arguments and counter-arguments, and eventually reach a stalemate where progress seems impossible.

The best way to deal with polarization is to catch it in its early stages, before it becomes entrenched and frustrating. Whenever you sense that members are beginning to take opposing sides in a discussion, it's a good idea to intervene and tell team members that you feel that their discussion seems to be crystalizing into two clearly stated points of view. By restating the opposing views you will make sure that each side understands what the other is saying. Suggest to team members that both viewpoints are legitimate and have strengths and weaknesses. Then **focus the team's attention away from the polarization toward a middle ground.** Ask team members if they can suggest a third viewpoint that will combine the strengths of both views. Non-aligned members (members who are not part of either alliance) can help you greatly in trying to avoid a deadlock here. Sometimes, you may want to ask a non-aligned member if he or she can see commonalities between the opposing perspectives ("Bill, you're the only member who does not appear to be on either side of this issue. Perhaps you can help the rest of us find a common ground.") This drawing in of non-aligned members also frequently helps the members in question to get more involved in the negotiation process and thereby to feel more ownership in the team's eventual decision.

Keep in mind that members who polarize are certainly feeling a great deal of ownership in the process. And that is a definite advantage to the team. But as polarization deepens, their ownership will be less in the team and more in the particular point of view they are expressing. The best thing that you can do in this situation is to **help team members get some distance from their immediate dilemma.** Try to focus their attention on the broader picture–on their common concern for handicapped youth and on the team's need to come to consensus on a program or strategy that all members can support.

Building Consensus

The primary goal of consensus-building is to help team members identify their common and complementary concerns and eventually select one program and one strategy that all members can support. The building of team consensus is clearly the most difficult aspect of this planning process. It is also the most important charge that the team is given.

Unanimous agreement is not easy to achieve, and that's one of the reasons that this process devotes a great deal of time to team member interaction. Members are given opportunities to fully express their concerns and discuss issues with each other before they are presented with decision-making situations. By establishing a climate in which individual concerns are respected, team members will gradually develop trust in you as team leader, in the planning process, and most importantly, in one another. It is this trust that allows team members to put aside their differences when it is necessary to reach agreement about a particular course of action.

Team members may need reminders that they have come together to improve services for handicapped youth by pooling their expertise and resources. That is their mission. And in order for them to act on that mission, they must first reach consensus on what they will do. Any one member who is inflexible and recalcitrant can hold the team back from achieving consensus. Hopefully, however, even the most difficult members will mature with the process and come to realize that **progress in developing some needed service is preferable to impasse.**

Consensus-building negotiations begin with the majority program or strategy because it is the one that commands the most support from team members. Usually, there will be only one or two members who do not support this majority program or strategy as their first or second choice. Hence, it will generally be easier to accommodate their concerns than it would be to accommodate the concerns of a larger number of members. **Modification is the primary tool for negotiation.** As team leader, you should help the team modify the majority-supported program or strategy if, in doing so, it can make that program or strategy more acceptable to minority members. This involves eliciting minority concerns, proposing and discussing modifications that would address those concerns, and finally adopting those modifications which are acceptable to both majority and minority participants.

It is important for you to coax the team to try to reach consensus during the first round of negotiation, during which the majority-supported program or strategy is being considered. You may want to remind the team that it is this program or strategy that the team previously determined to be the most realistic and to promise the most impact given the resources required. It may also be helpful for you to recall some of the strengths members previously attributed to this program or strategy during the exercises on advocacy and advantages/disadvantages.

The planning process provides instructions for considering second- and third-priority programs and strategies, because there are times when it is easier to reach agreement around a lower priority option when the first priority option is particularly unattractive to some members. It is sometimes better to choose an option which is everyone's second choice than it is to choose an option that is the first choice of half the team and the last choice of the other half of the team.

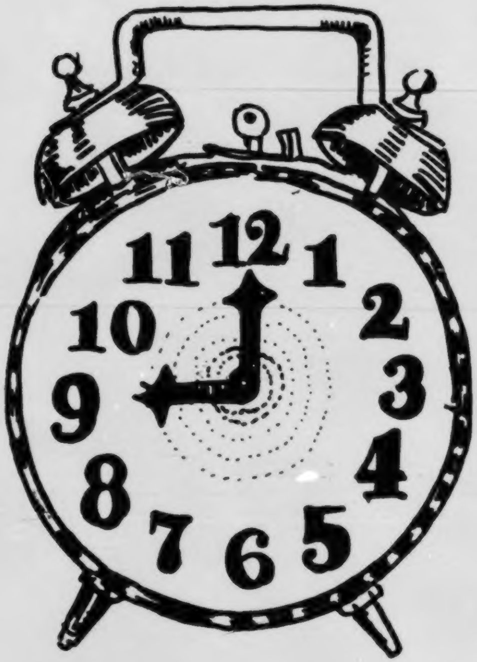
As team leader, you play a crucial role in shaping and pacing the negotiation process. It will be up to you to decide whether to push for consensus on the first option considered (focusing team energy on developing possible modifications to that option), or whether to move on to consider another option. You will have to use your intuition and common sense in making these judgement calls. You will be in the best position to make these decisions, because you are not involved as a participant and will generally have a more objective view of the team's dynamics.

Consensus-building exercises may require you to play a more directive role than you normally play toward the team. This is especially true when you decide to push team members to come to consensus. Frequently, you will have to make use of your understanding of individual members' values and previous advocacy statements to suggest ways in which a particular option might address their concerns. ("Mary, you indicated last week that you thought counseling was very important. Doesn't this strategy help develop crucial information that can be used to improve counseling services?")

Overall, you will have to walk a fine line between eliciting support for minority viewpoints and persuading minority members to buy in to the majority view. You don't want minority members to just acquiese under pressure, because then they might feel less ownership in the team and later disclaim responsibility for team decisions. On the other hand, you don't want the team to accommodate every minor reservation that minority members have: in doing so, the team runs the risk of modifying the original option so substantially that some majority members may no longer be able to support it.

Attendance

Prompt and consistent attendance during the four intensive planning sessions is essential for team success in performing this planning process. **Members who miss meetings, even if they are replaced by surrogates from their organizations, will seriously undermine the continuity of the team's trust-building and decision-making processes.** Each exercise, step and stage of this planning process is a logical extension of the one before it, and members who miss pieces of the process are bound to be disoriented and confused later on. And, in such instances, the team must take valuable meeting time to bring members up to date on the work they have missed. This situation is to be avoided at all costs. That's why contracting with members during orientation is proposed, so that members will know exactly how much time they are expected to set aside, and can later hold each other accountable for their attendance at meetings.



It is also important that team members arrive on time and focus their attention on planning work throughout the meeting. **Members who arrive late take valuable planning time from the team.** Waiting for tardy members will mean that the team has to stay late in order to finish its work for that meeting; or if the team begins on time with some members absent, it will have to take time to orient these members to the work when they arrive. You may be able to curb tardiness by making late-arrivers aware of their behavior and its impact on the team. Note the late arrival in a gentle but firm way. ("Okay, Jim is here so that we can begin. We may need to plan to stay 15 minutes late today to make up for lost time. Is that okay with everyone?") Similarly, members who make phone calls and receive messages during a meeting can disrupt the planning work. If a member's coming and going presents a problem, have the team establish a norm about such behavior. ("Getting phone calls is, I feel, disruptive to the team's planning. Is there any way that we could all agree to have our calls and messages withheld during our meetings?")

Once the planning phase is finished and implementation is about to begin, you should reaffirm the importance of attendance. Chapter Five (Implementation, Evaluation, and Future Planning) discusses the importance of attendance during the implementation phase and suggests ways that you, as team leader, can encourage team member attendance during that phase.

Membership Changes

Stable membership is critical in ensuring continuity in the team's work and in promoting positive interpersonal relationships among members. This stability will help team members feel that they can depend on each other and may increase their willingness to continue working together in future planning activities. Ideally - having conscientiously recruited and oriented members - you should find that membership will remain stable at least throughout the first planning and implementation cycle. However, there may be times when membership changes are unavoidable.

A member may have to leave the team if he or she changes jobs, moves, or becomes ill. In this situation and any other where a team member is leaving, the team will have to weigh the pros and cons of replacing that member. Membership changes will inevitably cause disruption in the team's work. The team will have to spend time recruiting the new member, and orienting him/her to the team, its purpose, the planning process, and the work accomplished so far. To do this, the team will probably have to hold out-of-team discussions with the new member. However, if team members feel that the perspectives, potential resources, and/or political leverage of the departing member's organization is essential to the team's success, they may decide that the advantages of replacing the member outweigh the disadvantages.

There also may be times when a member wishes to withdraw from the team because he or she does not feel committed to the decisions the team makes. This member may actively express the wish to withdraw, or more likely, may signal dissatisfaction by missing meetings, arriving late, or otherwise remaining uninvolved. It is important that you first consider how important this member and his or her organization are to the team. If the member's presence is crucial, you may wish to speak with the member in person, find out why he or she has become alienated from the team, and see if there is anything that you or the team can do to get the member to buy in. **If the member and his or her organization's presence on the team is not crucial, and if the member has been consistently inflexible and insensitive to others on the team, it may be in the team's best interest to let that member go.** Whether the team decides to replace the member or not, you will have to handle the member's departure with sensitivity and diplomacy. You might want to extend your thanks for the contributions the member has made and express regret that his or her involvement didn't work out. Try to leave the lines of communication both open and friendly - it may be helpful to have the ex-member's support down the line to obtain resources from his or her organization.

A third and more problematic situation involving member change is when a member has a seriously disruptive influence on the team – but does not express a desire to leave the team. If the team clearly finds that member's presence to be troublesome, you may want to take him or her aside and discuss his or her withdrawing from the team. The most delicate way to handle this situation is to give the member an "out" – an opportunity to volunteer, him/herself, to withdraw. ("I notice that the rest of the team and you are often at odds. This must frustrate you. Do you feel you're getting what you want out of this team?")

Although it may be to the team's advantage to allow a particular member to withdraw from the team, it is very important that other members do not interpret this as an option available whenever they feel frustrated with the team's work. Sometimes, one member's withdrawal can create a bandwagon effect. For example, you may have two or three members who have formed a rigid alliance. While such an alliance may be frustrating and somewhat damaging to the team, what would it mean if the team lost all of these allied members? If one member is given the option to bow out, the other allied members may follow. And if your team is fairly small (4-8 members), such a withdrawal can destroy the collaborative nature of the team. You may be left with only one or two sectors represented, instead of the original four sectors that made up the team.

As team leader, you should do everything that you can to insure that the original team members stay together throughout planning and implementation. Only when membership changes are unavoidable or in the team's best interest should you take appropriate action.

Consulting Member Organizations and the Community

While the primary charge of the planning team is to develop a plan that all **members** can support and implement, it is important to remember that each **organization** represented on the team will eventually be called upon to support and contribute resources to the implementation of the team's plan. **When primary decision-makers represent their organizations, organizational support for the team's decisions can be assumed. However, when team members are not the primary decision-makers in their organizations, it cannot be assumed automatically that top-level organizational support is present.** To ensure such support, members must **regularly** stay in contact with their organization's decision-makers – to inform them of the team's progress and to ask for their input. If organizational support for the team's plan is lacking, the team may find it difficult, if not impossible, to implement the plan.

To help avoid such a potential crisis, the planning process includes two specific times when members are called upon to consult with their organizations to insure support for the team's plan. As team leader, it is important that you make sure that these consultations are performed in a thorough manner. Moreover, when you know that a particular member is not a primary decision-maker in his or her organization, you should make a special effort to monitor the organizational feedback reported by that member. Try to make sure that the member has in fact consulted the primary decision-maker and gained organizational support. Whenever you have any doubt about whether an organization supports the team's plan, meet individually with the team member representing that organization to find out if your doubts are on target.

The planning process also requires team members to consult with other organizations in the community whose support will help the team to successfully implement its plan. While it is in the team's best interest to develop a plan which can be implemented using the resources available from member organizations, this may not always be possible. When the team's plan requires the support or involvement of other organizations not represented on the team, it is absolutely essential that they be consulted before the team finalizes its plan.

It should be noted that when the plan is dependent on the resources of an organization not represented on the team, this raises questions as to why that organization was not included when members were originally recruited. Although it may be too disruptive now to include a new team member in the intensive planning phase, an effort should be made to keep the organization in question posted on the team's progress. Once the team has completed its plan, it should seriously consider inviting a representative of that organization to become involved at the beginning of the implementation phase.

Team Member Reactions to the Planning Process

As you lead the team through this planning process, there may be times when members have difficulty following directions or begin to question the need for a particular procedure or exercise. Since few people are used to systematic collaborative planning, some of the details of this process may seem to run counter to the natural planning and interactive styles of team members. As team leader, you will have to try to explain any aspects of the process that members question.

Members may sometimes question why the process is so long and detailed. Ususally, these team members will be used to brief planning sessions which lead quickly to implementation. They will wonder why some fifteen or twenty hours are required to plan a program. You may need to point out that planning within a single organization, in which there is a clear decision-making hierarchy, is quite different from planning in a democratic fashion with people from other organizations, many of whom do not know each other. This process gives members time to get to know each other's concerns and works toward full team agreement, rather than toward hierarchical decision-making.

During Stage One and Stage Two, members will have to move forward slowly, devoting most of their time and energy to deciding what they will plan. Once they have decided this, they can begin to do the kind of task-oriented planning that most members are used to. That will happen in Stage Three. **You may need to point out to team members that their patience and persistence in the early stages of this planning process will save them a great deal of time and frustration later on.** It takes time to build a solid plan, when there are so many different options to consider, and a solid team, when there are so many different types of people and organizations involved. You may need to emphasize that you have confidence that both a solid plan and a solid team will result if members follow this process closely. Cutting corners now may mean uncovered bases later on.

Some team members may have a tendency to start leading the team off on tangential discussions, thus interfering with the work the team needs to accomplish. While this may not seem like a direct reaction to the process, it may be a subtle indication that the member is dissatisfied with the highly structured nature of the process and is trying to create a looser climate in which he or she can be more comfortable. Clearly, some tangents should be allowed so that members do not feel that they are being herded through the process. Team members need to know that there is room for flexibility. However, long tangents can cut deeply into planning time. You may have to divert tangents by acknowledging the member's concern, promising to come back to it after the day's planning has been completed, and bringing the team back to its previous focus. ("Sally, your point is an important one that deserves attention. It might be a good idea if we try to end ten or fifteen minutes early, so that we will have a chance to give our complete attention to Sally's concern, but right now I think we should try to get back to the work we were doing.")

Another possible reaction to the planning process is that members will question why they have to choose only one program and one strategy to plan. As is mentioned in the leader's guide, this focus on one program and one strategy is a safeguard for the team: it prevents team members from trying to plan more than they can possibly implement successfully at one time. When members question this, you will need to remind them that the process is designed to help them have a **successful** planning experience, on which they will be able to build in the future. Members will have ample opportunity later to plan additional strategies or programs.

You can greatly minimize negative reactions to the process by making a consistent effort to orient members to the planning process stage, step and exercise they are about to perform. You should also try to make a habit of starting each meeting with a summary of what the team has already accomplished and with an overview of the work the team will accomplish during the meeting, showing how it builds upon the team's previous accomplishments, thus increasing their ownership in the process and decreasing their discomfort with it.

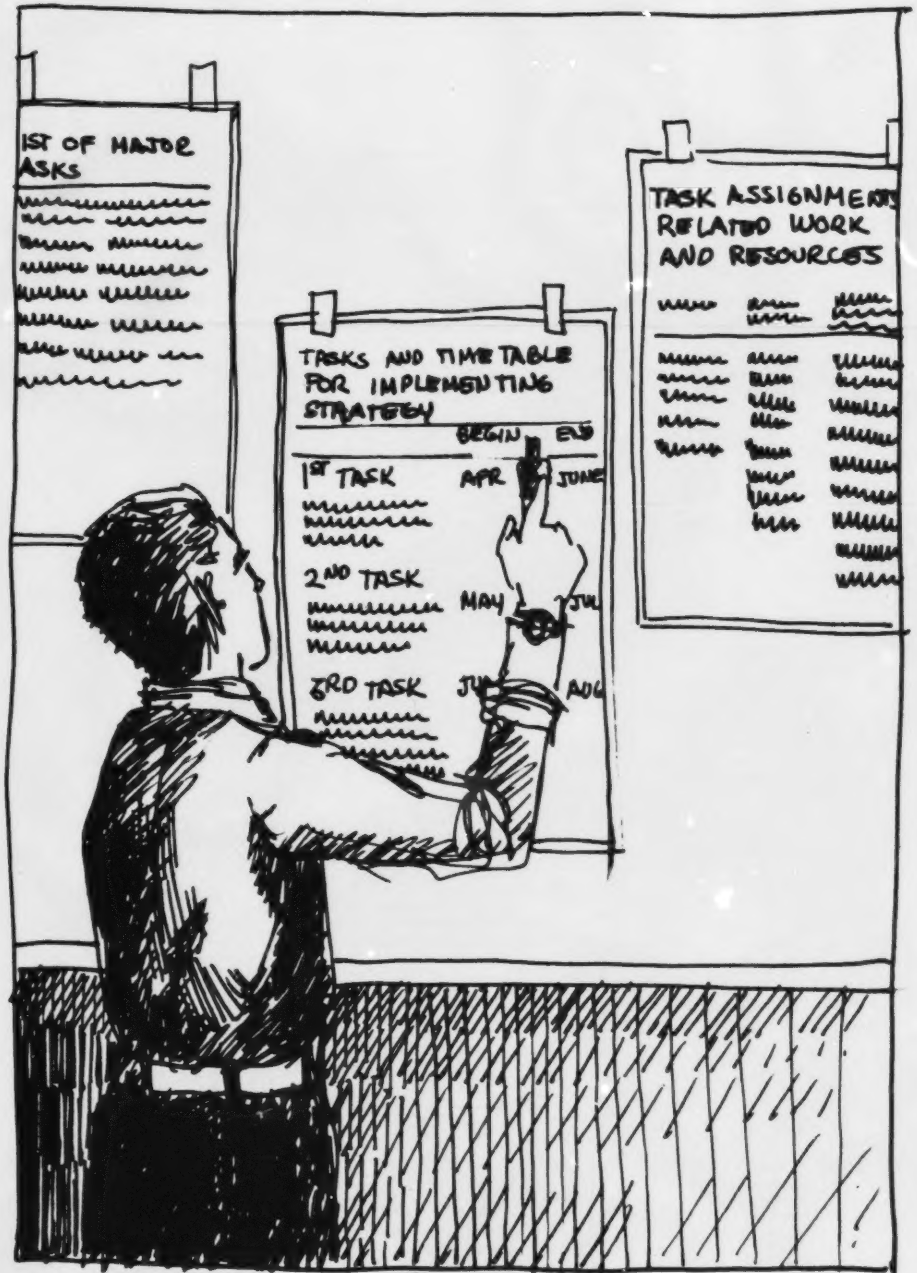
As a final note, you should realize that there may be times when you do not know the answer to a question raised by a member or when you have trouble defending the process. Sometimes, it is in your best interest to admit that you don't know the answer, or that you are not sure why a particular procedure is suggested. After all, you're only human. Reminding team members of this fact will help them begin to take responsibility for resolving some of their own dilemmas. When that begins to happen, you have a true sign that the team has come into its own.

5

Guidelines for Implementation, Evaluation, and Future Planning

Chapter Abstract:

This chapter will provide you with the information that you need to manage the implementation of the team's plan, to assist team members in designing and conducting an evaluation of their implementation effort, and to prepare the team to begin a new planning/implementation cycle.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Managing Implementation of the Team's Plan

In Stage Three of the planning process, your team developed an action plan assigning specific tasks to team members. The team also agreed to a regular meeting schedule to monitor task performance and to revise its plan as necessary.

These regular team meetings are the cornerstone of your implementation effort. They enable team members to stay in touch with the progress of the plan and to provide support for each other. Team members who are responsible for carrying out their tasks later in the implementation effort need to know that the rest of the team is behind them, willing to provide help when necessary. Team members who will be carrying out their tasks later in the implementation effort need to know the results of earlier task performance; these results may reshape the nature of the tasks to be performed later. In fact, all team members need to know and feel that the team is still a team – not just a group of isolated individuals carrying out distinct pieces of work. Throughout the implementation effort, your role as team leader will involve helping to maintain the team's cohesiveness, insuring the integrity of the team's plan, and managing work during team meetings.

Maintaining Team Cohesiveness

It is crucial that you encourage team members to attend implementation meetings. Since the team will now be meeting less frequently than during the intensive planning period, attendance may become problematic. When meetings take place bi-weekly or monthly, members may tend to get involved in their organizational commitments and to feel increasing distance from the work of the team. They may rationalize that missing a meeting or two here and there will not make much difference. This is hardly the case. **Attendance at implementation meetings is critical to the success of your team's collaborative effort.**

Fully attended meetings reflect and encourage mutual support and make it possible for the team to maintain its momentum. Meetings should be seen as times when members energize each other and together develop the perspective and confidence they need to carry out their tasks. No one else can provide this kind of momentum. Each team member needs to understand that his or her actions do matter tremendously. Here are a few things that you can do to encourage attendance at meetings:

- *Remind team members of the meeting schedule they devised to monitor progress in implementing their plan. Stress the importance of attending these meetings.*
- *Before each meeting, send a memo to all team members reminding them of the time and place of the coming meeting. Include the minutes or a summary of the work accomplished at the last meeting.*
- *Encourage members to be accountable to one another. If someone misses a meeting, ask another team member to contact that person, brief him or her on the meeting, and emphasize that the member was missed and needed.*

Insuring the Integrity of the Team's Plan

In addition to helping the team remain cohesive, you will also have to help the team maintain the integrity of its action plan. Developed through considerable negotiation and consensus-building, the plan represents a delicate agreement and dovetailing of perspectives which the team must continue to nurture. **Yet, inevitably, unanticipated constraints and obstacles will emerge during implementation, and the team may have to revise aspects of its action plan in response to these problems.** Such revisions will require team consensus. To insure consensus, you will have to emphasize the following familiar procedure:

- *Make sure that all team members are present when decisions are made.*
- *Make sure that the team identifies and considers all available options for revising its plan before attempting to make a decision.*
- *Make sure that each team member has an opportunity to express his or her concerns and opinions.*
- *Allow for ample discussion and negotiation of differences.*
- *Encourage solutions which address common and complementary concerns among team members.*

Managing Work During Team Meetings

The rest of your work as team leader during implementation will involve managing and coordinating team members' efforts in carrying out their tasks. In doing this, you should be sure to have a clearly stated agenda for each team meeting. Develop this agenda with the team (at a previous session) so that all members will know what tasks they are to complete by the next meeting and what work they will do at the meeting.

To develop an agenda for the first implementation meeting, you should review with the team the first task in its action plan and the timetable for its performance. Ask the team member responsible for that task to indicate how much of the task he or she expects to have done by the next meeting and make a note of this on newsprint. Make sure that the member is clear about what he or she is expected to do. Ask the member if other members can help in some way. If additional tasks should be completed by the next meeting, clarify them in a similar manner. List on newsprint all tasks which are to be completed and discussed at the next meeting. This newsprint list will serve as part of the agenda for the next meeting.

A typical meeting agenda should include the following components:

- *Team leader summary of accomplishments to date*
- *Presentation and modification of agenda for meeting*
- *Report on tasks (or portions of tasks) accomplished and any difficulties encountered*
- *Feedback from the team on progress of task and discussion of how to overcome difficulties*
- *Discussion and choice of alternative approaches if the task cannot be performed as expected*
- *Discussion of possible revisions in future tasks if this seems probable or necessary*
- *Review of action plan to determine work to be accomplished by the next meeting, and clarification of work*
- *Develop (on newsprint) agenda for next meeting*

When planning the agenda for implementation meetings, remember to refer back to the key issues for monitoring tasks which the team developed in Stage Three, Step B, Exercise II. These issues may suggest other agenda items to include.

Evaluating the Team's Initial Implementation Effort

Most team members will immediately recognize the advantages of evaluating the results of their implementation effort. Evaluation data provides team members with a means for gauging the success of their strategy; it also provides concrete information which team members can share with their organizations and any other organizations that committed resources to the team's effort. **Without some evaluation effort, the team's accountability to itself, its member organizations, and the community is likely to suffer.**

One or two team meetings should be set aside for the purpose of designing an evaluation plan. This evaluation plan can be detailed and rigorous, or brief and informal, depending on the team's need and desire to document the results of its work. In developing this plan, the team should address the following questions:

- *What are the specific outcomes the team desires/expects to result from the implementation of its strategy?*
- *What methods (e.g., questionnaires, phone calls, interviews, etc.) can the team use to determine if these outcomes have been achieved?*
- *Which of these possible evaluation methods will yield the most information, given the time and energy members are willing to invest in an evaluation effort?*
- *When will the evaluation be conducted?*
- *Who will be responsible for carrying out the evaluation?*
- *When will the team meet to analyze the evaluation data and consider its impact on future planning efforts?*

Most teams would be wise to opt for a straightforward evaluation design that requires a manageable investment of team member time and energy.

Once team members have planned and conducted their evaluation, they will need to set aside one or two meetings to analyze the evaluation data and decide how they wish to use it. As is pointed out in the next section, evaluation data can be extremely helpful to the team in deciding what to plan or not to plan in the future.

Future Planning

Having implemented and evaluated its first strategy, the team will be ready to undertake a second planning effort. Before deciding what to plan next, the team will have to consider both the results of the evaluation and any commitments the team may have made previously to plan a particular program or strategy in its second planning effort. The team may also need to address any membership changes that arise after the implementation of its first strategy.

Considering Evaluation Results

Examination and discussion of the evaluation may highlight certain directions that the team should or should not take. For example, consider the situation in which the first strategy was found to be highly successful and generated a great deal of enthusiasm among team members, the community, and the intended beneficiaries. The team might well wish to capitalize on the energy and momentum already generated, and plan and implement a second strategy clearly related to, and building upon, the first. Conversely, the team may have encountered numerous problems with its first strategy: for example, a particular sector may have been only marginally helpful in implementing the strategy, or the beneficiaries may have been unresponsive to the strategy. In such a situation, the team might consider it advisable to consider a second strategy that might remedy some of the problems encountered in the first – or the team might want to switch gears entirely and turn to a different area of need.

Honoring Previous Planning Commitments

After discussing possible directions indicated by the evaluation results, the team should then reconsider any previous commitments to plan specific strategies or programs which were made during the original intensive planning sessions. It is important that these commitments be honored if the members to whom they were made still feel strongly about them. However, all commitments should be reconsidered in light of what the team has learned through its evaluation of its initial implementation effort. To honor and discuss the modification of previous commitments, the team should use the appropriate procedure below.

- **If the team made a previous commitment to plan a specific strategy,** *then the current planning cycle should begin by focusing on that strategy and discussing possible modifications which would take into account what the team has learned to date. Once modifications (if necessary) have been made, the team can develop an action plan for their strategy by performing* **Stage Three** *of the planning process.*
- **If the team has made a commitment to plan a specific program,** *then the current planning cycle should begin by focusing on that program and discussing possible modifications which would take into account what the team has learned to date. Once modifications (if necessary) have been made, the team can choose a strategy for implementing that program by performing* **Stage Two** *of the planning process. The team can then develop an action plan by completing* **Stage Three.**

Beginning a New Planning Phase When No Previous Commitments Have Been Made

If no previous commitments were made to plan a specific program or strategy, the team should begin its new planning cycle with a review of its previous planning priorities, since some of these may still be relevant. To help members with this review:

- *Post the newsprint list of programs developed when the team completed Stage One. Point out the program which the team chose as its focus.*
- *Then, post the newsprint list of strategies developed when the team completed Stage Two and point out the strategy which the team chose to implement.*

Then, ask team members whether they still feel that their program focus is a relevant one which they wish to further develop, or whether they would prefer to choose a new program focus.

- **If team members want to maintain their old program focus,** *the team should begin its current planning by performing Stage Two of the planning process. Using the old list of strategies as a springboard, ask members to brainstorm new strategies which they would like to develop. Follow the process through* **Stage Two and Stage Three** *until the team chooses a new strategy and develops an action plan for implementing it.*
- **If team members agree that the old program focus is no longer relevant,** *then the team will need to begin its current planning at Stage One of the planning process. Using the old list of programs as a springboard, ask team members to brainstorm additional programs they would like to plan. Follow the process through* **Stages One, Two and Three** *so that the team develops a new program, a new strategy, and a new action plan.*

Whether the team begins its current planning at Stage One (program level) or at Stage Two (strategy level) or Stage Three (task level), members should find it much easier to use the planning process a second time. As team leader, you should also find it easier to guide the team through the process. You may find that the team can perform the exercise in much less time than they originally took, given team members' familiarity with the process and increased comfort in working together.

Dealing With Membership Changes After Implementation of the Team's Strategy*

Now that the first planning/implementation cycle is over and members have fulfilled their initial commitments, some members may elect to leave. Should this situation occur, follow the procedures below.

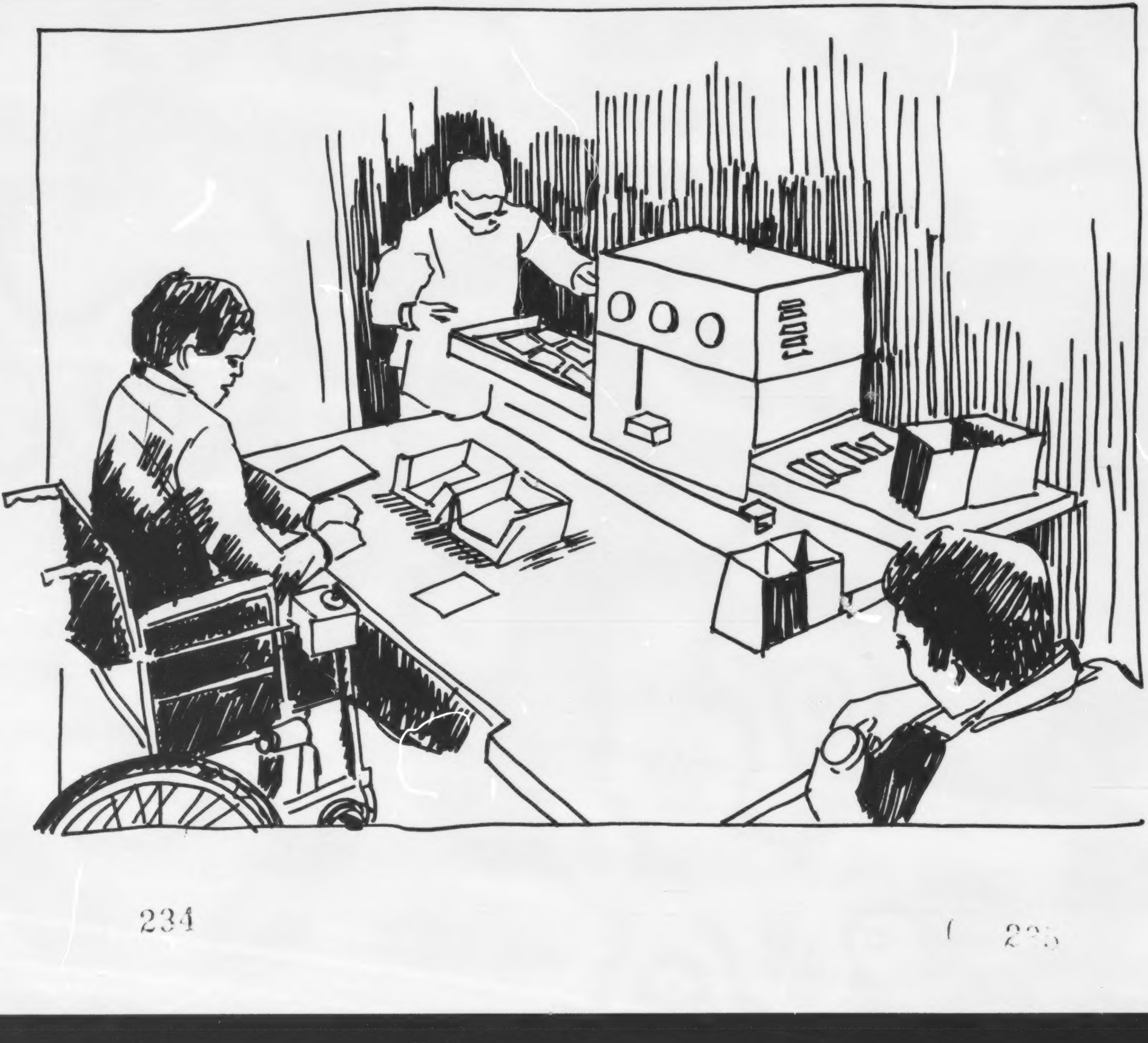
- *Check to find out if the member is leaving because s/he is disillusioned with the team. If so, find out the reason for this disillusionment and see if anything can be done to remedy the situation enough to retain the member or at least leave the door open for replacement of the member by another organizational representative.*
- *Ask the member who is leaving to identify another person within his or her organization who could represent that organization on the team.*
- *Ask the remaining team members to discuss how important it is for the team to try to maintain representation from this organization.*
- *Ask team members if there are any new organizations they would like to have represented on the team.*
- *Keeping in mind that the team should not include more than ten members and should have at least one representative from each of the four sectors, ask team members to decide which organizations (new and old) should be represented on the team.*
- *Arrange to have team members recruit appropriate representatives from new organizations, as well as from organizations previously represented on the team.*
- *Arrange to orient all new members to the team, its purpose, previous accomplishments and future planning options.*
- *Make sure that all members (new and old) commit to (and/or contract for) the next planning and implementation cycle.*

** See Chapter Four for a discussion of membership changes during the first planning/implementation cycle.*

While some membership changes are appropriate here and can provide the team with previously missing perspectives and enthusiasm, drastic changes in the team's membership are likely to undermine team cohesiveness and momentum. If new members make up more than half of the planning team, you may find that you are starting from point zero again. However, if the previous plan has been successfully implemented, the majority of old team members will probably elect to continue to work together for another cycle of planning and implementation. This continuity of team membership is clearly something you should encourage, since more than any other dynamic it fosters long term commitment to collaboration.

Appendix

Results of National Survey



The information presented here has been drawn from responses to a national survey TERC conducted as part of its collaborative planning project. The survey questionnaire was designed to elicit specific information about existing local and regional collaborative programs, to identify factors that promoted or hindered collaborative efforts, and to help us understand attitudes toward collaboration. Questionnaires were sent to school departments of special education, vocational rehabilitation agencies, handicapped service organizations, and personnel departments of businesses and industries. We received approximately 450 completed questionnaires. Phone interviews were conducted with 20 of these respondents to obtain additional information about their programs and attitudes toward collaboration.

Organizations Involved in Local Collaborative Efforts

Schools were involved in nearly all the collaborative programs for handicapped youth described by survey respondents. Government agencies frequently participating in the programs were vocational rehabilitation (VR), and CETA. Employment service, mental health, public health, and public assistance agencies were also cited as collaborators. Handicapped service organizations identified were United Cerebral Palsy Association, Association for Retarded Citizens, Epilepsy Foundation, National Hemophilia Foundation, and Junior National Association of the Deaf. Other collaborators mentioned were: Chamber of Commerce, Rotary, National Alliance of Businessmen, labor unions, and private rehabilitation agencies.

The most frequently identified collaborative combination was a school system and a vocational rehabilitation agency. The next most frequent combination of collaborators was school system, vocational rehabiliation agency, and handicapped service organization, though these three groups collaborated with only one-third of the frequency of the school/vocational rehabilitation agency combination.

Services Provided and Most Needed

The services provided most frequently by collaborating organizations were (in descending order of frequency):

- *Job placement*
- *Skill training*
- *Career awareness/exploration*
- *Work experience*
- *Assessment*
- *Vocational planning*
- *Counseling on job behavior.*

The career-related services survey respondents identified as most needed in their communities were:

- *Employer awareness*
- *Work experience*
- *Inservice training for teachers*
- *A modified curriculum for handicapped students*
- *Modified equipment for work and classroom use*
- *Job placement.*

When asked which of these services respondents would be likely to develop collaboratively, work experience received slightly more than twice as many votes as employer awareness, the next most likely program.

Perceived Advantages of Collaboration

Throughout this handbook we have discussed the general advantages of collaboration that can serve as incentives for organizations to join your team.

In our survey we asked organizations from each sector – schools, handicapped service organizations, government agencies, and business and industry – about the particular advantages they perceived in collaborating with other sectors. The answers cited may provide additional persuasive reasons for organizations to join and/or otherwise support your team's efforts.

Advantages of Collaborating with Schools

Vocational rehabilitation agencies said they would collaborate with schools to gain early access to handicapped students, thereby helping them to be more aware of the options in the world of work and better prepared for work in terms of both skill and attitude development. Another reason cited for collaboration with schools was to establish a continuum of services and coordinate service delivery. (It should be noted that in some states vocational rehabilitation agencies do not serve handicapped youth until they are out of high school.)

Handicapped service organizations, too, saw collaboration with schools as a way of gaining access to students. They also felt that they could help schools meet their legislated obligations in serving mainstreamed students.

Advantages of Collaborating with Government Agencies

The primary reason cited for collaborating with government agencies was to gain additional funding. All sectors felt that the vocational rehabilitation agency provided students with needed help in making the important transition from school to

community workplace. Both schools and handicapped service organizations were also eager to have CETA involved in the development of career-related programs.

Advantages of Collaborating with Handicapped Service Organizations

All sectors felt the perspectives and information about disabilities available from handicapped service organizations would be a valuable addition to any collaborative effort to serve handicapped students. Vocational rehabilitation agencies felt that through collaboration with handicapped service organizations they would gain needed services for students which complemented those offered by VR; these VR agencies also saw handicapped service organizations as allies in advocating for disabled persons in the community. Schools felt that by collaborating with handicapped service organizations they would work toward a shared goal of providing better services to students.

Advantages of Collaborating with Businesses

Respondents from all sectors saw job placement and job training for students as desirable results of collaborating with business. Handicapped service organizations were particularly interested in heightening employer awareness of the practical benefits to be gained from hiring handicapped persons. Vocational rehabilitation agencies felt that collaboration could help the public and private sectors to better understand each other's needs while simultaneously eliminating stereotypical ideas of what handicapped employees can and can't accomplish on the job.

Perceived Problems in Collaboration

Just as you need to be aware of the many advantages of collaboration, it is important also to know some of the problems that various sectors anticipated in collaboration. You can thus prepare a rebuttal to help you overcome the reluctance of an organization with needed resources to join your team effort. Many of the general obstacles arising in collaborative efforts, as well as methods for countering them, appear throughout the handbook. Here we will focus on some additional difficulties perceived by one sector in collaborating with another. It should be noted that many respondents said that they saw no disadvantages to collaboration and/or that the advantages far outweigh the disadvantages.

Problems Perceived in Collaborating with Schools

In collaborating with schools, vocational rehabilitation agencies saw potential difficulty arising from the allocation of responsibilities, especially in "gray" areas where legislation is not clear which agency is responsible for the provision of a particular service to handicapped students. Handicapped service organizations felt that, in a time of layoffs and program cutbacks, schools would not have the funds or manpower to develop new services.

Problems Perceived in Collaborating with Government Agencies

Handicapped service organizations were fearful that government agencies would "pigeonhole" clients, focusing on a specific set of needs, while ignoring others. Predictably, in this era of burgeoning records, other respondents were fearful that collaborating with government agencies would mean increased paperwork. The few business respondents felt that government was "in too much already."

Problems Perceived in Collaborating with Handicapped Service Organizations

Some schools cited the possible eruption of adversary relationships over P.L. 94-142 as a reason for reluctance to collaborate with handicapped service organizations. Vocational rehabilitation agencies felt there was a danger that handicapped service organizations would misunderstand VR eligibility criteria and the nature of mandated VR services, and thus demand inappropriate services or services that VR was unable to provide. There was some apprehension in all sectors that handicapped service organizations might focus too narrowly on the particular needs of their own disabled clientele and not accommodate the more general needs of all handicapped students when developing service programs.

Problems Perceived in Collaborating with Business

Vocational rehabilitation agencies, with their emphasis on the development of job skills and placement opportunities, saw no disadvantages to collaborating with businesses. In fact, only a handful of respondents in any sector cited disadvantages arising from collaborating with the business sector.

State Agencies/Organizations and Local Collaboration

In addition to surveying sectors on the local level, TERC surveyed organizations and agencies on the state level: state vocational rehabilitation agencies; divisions of special education, vocational education, and guidance within state education agencies; state mental health and mental retardation agencies; and state chapters of handicapped service organizations. They provided the following information regarding their support for, and involvement with, local collaborative efforts.

Most state-level agencies and organizations reported that they would encourage their local offices to participate in collaborative efforts with other organizations and would be likely to assist such local efforts if the programs being developed locally are compatible with state goals.* Technical assistance/expert consulting was the most frequently cited resource which state-level agencies and organizatins could contribute to local collaborative efforts. Certain state agencies had funds for which local collaborative groups might be eligible. Some offered to be of help in program development and in putting local groups in touch with similar collaborative efforts in other parts of the state.

The perceived advantages of collaboration most frequently cited (in order of descending frequency) were:

- *Elimination of duplication of services*
- *Development of more comprehensive services*
- *Development of a greater resource pool*
- *Coordination of service delivery*
- *Accessing different viewpoints and expertise*
- *Making maximum use of existing resources.*

When state-level personnel were asked about the services that should be developed on the local level, they identified (in order of descending frequency) the following career-related services for handicapped high school youth:

- *Guidance and counseling*
- *Assessment and evaluation*
- *Job placement*
- *Vocational training*
- *Career exploration*

Some agencies reported state-level collaborative agreements concerning the development of services for handicapped students. The agencies most frequently mentioned as having such agreements were: division of special education; division of vocational education; and state vocational rehabilitation agency. Such state-level agreements can have definite impact on the activities of local agencies desiring to collaborate.

** The vocational rehabilitation agencies in some states require that local offices receive state approval before participating in collaboration with another organization. Among the handicapped service organizations, Easter Seal, American Diabetes Association, and Epilepsy Foundation also said they require local chapters to receive approval from state headquarters before collaborating.*

Selected Resources

Publications

Brolin, Donn E. (Ed.). *Life Centered Career Education: A Competency Based Approach*. 1978. 199pp.

A curriculum and materials guide focusing on 102 specific competencies in the domains of daily living skills, personal-social skills, and occupational guidance and preparation. Presents behavioral objectives, suggested activities, and suggested personnel responsibilities. Curriculum is designed for infusion in upper elementary and secondary levels for both handicapped and nonhandicapped students. Also useful in orienting the reader to the various domains and related competencies that can be addressed in career education programming.

Brolin, Donn E., Donald J. McKay, and Lynda L. West. *Trainer's Guide to Life Centered Career Education*. 1978. 264pp.

Provides directions and materials for a series of workshops aimed at creating a team of educators, parents, and community personnel who can develop and monitor a career education program appropriate for their community. A companion document to the above-cited *Life Centered Career Education*, this guide is designed to help administrators initiate an infused career education program for handicapped students in secondary schools.

For cost and ordering information on both of the above publications, contact:

The Council for Exceptional Children
Publication Sales
1920 Association Drive
Reston, VA 22091

Brolin, Donn E. and Charles J. Kokaska. *Career Education for Handicapped Children and Youth*. 1979. 433pp.

Presents a comprehensive treatment of career development needs of, and appropriate services for, handicapped individuals – stressing the importance of systematic coordination of school, community, and family activities. Two of the chapters focus on the involvement of business and industry, and of community agencies and organizations, in the school's efforts. A wealth of resources are cited including organizations and instructional resources.

Available for $15.95 from the publisher:

Charles E. Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, OH 43216

Brolin, Donn E. and Pamela A. Mauch. *Career Education for Persons with Handicaps: A Bibliography*. 1979. 12pp.

Cites journals, books, monographs, and information sources pertaining to career development of handicapped individuals.

Available for $.65 from:

CEPP Project
Career Education Personnel Preparation
16 Hill Hall
Columbia, MO 65211

Education Commission of the States. *Collaboration in State Career Education Policy Development: The Role of Business, Industry, and Labor* (Report No. 117). 1979. 66pp.

Reports on state level policies and efforts to promote education-work collaboration. Analyzes factors affecting the collaborative involvement of business, industry, and labor as reported by that sector and by state career education coordinators.

Available free of cost from:

Career Education Project
Education Commission of the States
1860 Lincoln Street – Suite 300
Denver, CO 80295

Hoyt, Kenneth. A series, *Monographs on Career Education*, which includes the following titles:

A Primer for Career Education. n.d. 39pp.
Refining the Career Education Concept: Part III. 1978. 45pp.
Refining the Concept of Collaboration in Career Education. 1978. 31pp.
Rotary International and Career Education. 1978. 23pp.

This series discusses attitudes, issues, resources, and mechanisms involved in collaborative career education programming.

Up to five copies of each monograph are available free of cost from:

Office of Career Education
U.S. Office of Education
Regional Office Building #3
Washington, D.C. 20202

The President's Committee on Employment of the Handicapped makes available the following brochures and booklets:

Affirmative Action for Disabled People: A Pocket Guide
Guide to the Placement of Mentally Retarded Workers
How to Accommodate Workers in Wheelchairs
'Job-Ready' Handicapped Americans are Finding More Business Acceptance
Respond to Mentally Restored Workers
Respond to Workers with Epilepsy
Respond to Workers with Muscular Dystrophy

These brochures and reprints may be helpful in sensitizing prospective team members (particularly business and industry representatives) to handicapped individuals' potential as productive workers. The materials may also be useful in implementing strategies that involve community sensitization and job development.

Available free of cost from:

The President's Committee on Employment of the Handicapped
Washington, DC 20210

Ringers, Joseph. *Creating Interagency Projects... School and Community Agencies.* 1977. 51pp.

Designed to help leaders ("enablers") promote new interagency programs which share space, staff, costs, and/or other resources. Discusses interorganizational and interpersonal dynamics, the nature of bureaucracies, and strategies for influencing and working with them as well as the qualities that the enabler must develop and demonstrate in order to be effective.

Available for $3.95 from the publisher:

Community Collaborators
P.O. Box 5429
Charlottesville, VA 22905

Research Utilization Laboratory. *RUL #6: Guidelines for Interagency Cooperation and the Severely Disabled.* 1977. 53pp.

Designed as a tool to help rehabilitation agencies decide how to coordinate their efforts with those of various other service providers in the community. Discusses factors that impede and enhance interagency cooperation and presents case studies reflecting various forms of cooperative relationships.

Available for $2.00 from:

Research Utilization Laboratory
Jewish Vocational Service
1 South Franklin Street
Chicago, IL 60606

Organizations

Chamber of Commerce of the United States
Education and Manpower Development Committee
1615 H Street, N.W.
Washington, DC 20062

The Chamber has been actively involved in helping local Chambers of Commerce to implement career education in their communities. The local Chamber of Commerce can be a key partner or resource in the collaborative planning effort. Further information can be obtained by writing to the above address or by contacting your local Chamber.

AFL-CIO
Human Resources Development Institute
815 16th Street, N.W.
Washington, DC 20006

Contact: Vincent Moretti, (202) 638-3912

HRDI has a network of 60 local offices nationwide, certain of which are involved in placing handicapped individuals in jobs with private employers. HRDI works with unions and other concerned organizations to develop local training and employment programs and provides technical assistance regarding the development of job training opportunities, particularly with organized labor.

President's Committee on Employment of the Handicapped
Washington, DC 20210

Contact: Paul Hippolitus, (202) 653-5059

Distributes literature/information on job placement, vocational guidance, agencies providing vocational services, and other employment-related topics.

Projects with Industry
Rehabilitation Services Administration
Room 3518, Switzer Building
330 C Street, S.W.
Washington, DC 20201

Contact: Thomas Fleming, National Project Officer, (202) 245-3189

Promotes and funds cooperative programming among industries, vocational rehabilitation agencies, and other rehabilitation organizations concerned with the preparation of handicapped individuals for competitive employment.

Referrals to programs in the PWI network and descriptive literature are available from the above address.